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ABSTRACT

This resource guide provides a companion piece to the June 1992 "Mississippi Social Studies Curriculum Structure" to facilitate its implementation. Pages from the "State Curriculum Structure" have been inserted at each grade level to provide organization and alignment for teachers and school districts. All K-8 social studies subjects have been included. At the senior high level, the guide features world history, U.S. history, economics, and U.S. government. Content (core) and performance (strand) objectives are blended in the units to show teachers how to meet effectively the state curriculum guidelines. The scope and sequence of objectives are organized at the district level. Courses are developed with a thematic unit approach. Suggested teaching strategies accompany the strand and core objectives. (EH)

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RESOURCE GUIDE FOR USE IN THE IMPLEMENTATION OF MISSISSIPPI SOCIAL STUDIES CURRICULUM

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This document is not the Mississippi Social Studies Curriculum Structure. This document is a Resource Guide to be used in conjunction with the State Curriculum Structure dated June 1992 to facilitate its implementation. (The implementation guide dated October, 1993, should be discarded).

Pages from the State Curriculum Structure have been inserted at each grade level to facilitate the duplication and distribution within the school district. All social studies subjects grades K-8 have been included. At the senior high level only world history, U.S. history, economics, and U.S. government are included. The Mississippi Studies document will be constructed later and sent to the school districts. At this time, there are no plans to prepare documents for the other senior high electives. Examination of the ones completed can be the foundation for preparing a similar format on the district level if needed.

Development of this Resource Guide began with a model created by the state social studies specialist. A volunteer team of teachers under the direction of the social studies specialist completed the task.

PURPOSE OF THIS RESOURCE GUIDE

To demonstrate to curriculum coordinators and teachers that:

1. The state objectives should be organized into units or topics.
2. These units or topics should include several strands with their related Core (content) and Strand (performance) objectives.
3. There is a direct relationship between the Core (content) and Strand (performance) objectives that must be maintained each time the Core (content) objectives are taught in a unit.
4. The Core (content) and Strand (performance) objectives can and should be introduced and repeated throughout the subject in several units.
5. The numerical listing of the Core (content) objectives does not indicate a sequence. The scope and sequence is organized at the district level.

IMPORTANT POINTS TO REMEMBER
For Effective Implementation of the New Social Studies Curriculum

1. Organize content into thematic units.

2. Integrate several strands into each unit.

3. Select content to be taught on the basis of "Why am I teaching this content?" and "How do I expect my students to use this content?"

4. Use the textbook only as one source of information. (This will be important in following Points #1, 2, and 3).

5. Several Core (content) and Strand (performance) objectives should be accomplished in one thematic unit.

6. Repeat Core (content) and Strand (performance) objectives in as many thematic units as possible.

7. Remember that each Core (content) objective has a Strand (performance) objective. The Strand objective is the State Performance Standard. The numbered Core objective is the State Content Standard.

8. Study the national performance standards to acquire the direction needed for thorough application of strand objectives; for example, the Five Themes of Geography. Summary sheets of these are included with the materials accompanying the video tape Introduction to the New Social Studies Curriculum.

9. Design activities from the teaching strategies that give students a specific focus and guidelines before they begin. Remember that the content needed for the activity should have been taught before the students begin. If any specific skills are needed for the activity, these should have also been taught. Then design an activity in which the content information is used to solve a problem, make a decision, etc. Design some of the activities as interactive or cooperative performance tasks.

POSSIBLE QUESTIONS ABOUT THIS RESOURCE GUIDE

1. *Are these topics the ones that must be used?*

   No. These are just basic topics that are used only as examples. Be creative. The more creative the units, the more involved the student will be.

2. *May other content objectives be added?*

   Yes. In many cases other content objectives must be added because all the content necessary to develop a complete and thorough unit is not included in the State Framework. This broad base of content gives the classroom teacher the opportunity to be creative. Keep in mind the Framework focus is not minimum competencies but maximum opportunities for expansion of the content knowledge base of each student and the active participation of each student in the use of that content knowledge base.

3. a. *Are all the possible teaching strategies to be used?*
   b. *Must the teaching strategies listed be used at all?*
   c. *Are the teaching strategies to be used exactly as they are written?*

   There is not enough time to teach content and use many activities in each unit. Usually, it is much more effective to use one activity that is developed to several dimensions of learning and performance. These specific strategies do not have to be used, but performance strategies should be developed and used in order to fully implement the State Framework. The possible teaching strategies listed are intended to be introductory ideas to begin performance task building. Most strategies listed are not developed as far as they can be or must be in order to become interactive or cooperative performance tasks. Time and space did not permit developing each idea. Developing good performance tasks can be staff development during the year.

4. *Is each Core (content) objective taught in its entirety as one objective in one unit?*

   No, not unless it is possible to do so. Many of the Core (content) objectives cover broad time periods of history. Use the part of the Core objective that can be effectively taught in that unit and then use the other part or parts of the objective in other units. Other objectives that could be taught in one unit might be more effective for the student learner if broken up into segments in order to accomplish. *For example:* To locate and identify the fifty states. Why could this not be accomplished in segments with the growth and expansion of the United States?

5. *Is each Core (content) objective listed in each topic of the Resource Guide to be taught in that unit or topic?*

   No. Which objectives are taught in any unit or topic depends upon what content is taught for what purpose and the selection of a thematic unit for the inclusion of the content. This Resource Guide is an illustration of how the State Framework objectives can be organized. (See list of purposes of this guide).

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Kindergarten

Alternative Method of Organization of Objectives

Create units around other topics and teach family, community, and special days and events in each of those units. These units allow the integration of other disciplines so that social studies, math, and science could be taught. The result is more time for the students on task and more opportunities for the students to experience the connection and interaction of discipline and topics.

Examples:

- Rushmore Plus One More: Five Presidents To Know
- Ancient Egypt
- Multi-discipline Tour of the Fifty States
- Its Not Greek Anymore!
- Passport to Adventure
- Ancient Rome
- Colonial America
- Pioneers
- Coming to America (Stories of Five American Cultures)
- Civil War

The Social Studies Curriculum Structure

KINDERGARTEN

The child will develop greater self awareness, learn to work with others, explore past and present, and acquire communication skills.

History

The student will understand personal family relationships and history.

K.01. Describe how individuals are part of a family and how families change over time.

K.02. Name and describe accomplishments of at least one prominent figure from history.

The student will understand the concept of time.

K.03. Describe events shown on a timeline depicting the school week or school day schedule.

Geography

The student will understand geographic concepts of location, human interaction, environment, and movement.

K.04. Compare the classroom to a map, recognizing relative location in the room (example: desk to wall, door to chair).

K.05. Recognize a globe as a model of the earth.

K.06. Identify different types of waste (example: paper, plastic, glass).

K.07. Identify the four seasons and identify appropriate clothing for each.

K.08. Describe the geographical features of one's community.

The student will understand fundamental geographic concepts and methods.

K.09 Use photos to classify primary land uses such as farming and livestock raising, and fishing.

Economics

The student will understand basic economic concepts and interdependence.

K.10. Identify the three basic needs (food, shelter, clothing).

K.11. Explain how money is exchanged for goods and services.

K.12. List simple ways in which natural resources can be reused and/or recycled.

Culture

The student will understand personal family relationships and culture.

K.13. Tell how individuals and families are alike and different (past and present, near and far).

K.14. Name family traditio[illegible]nnected with a holiday (example: Thanksgiving).

K.15. List the various cultural groups (such as Hispanic, Africian-American, Anglo-American, American Indian) in their community and their contributions to society.

Social and Political Systems

The student will understand the importance of belonging to groups.

K.16. Explain the need for rules and why it is necessary to observe them.

K.17. Discuss possible solutions to an existing problem.

National Identity/Citizenship

The student will appreciate American ideals and beliefs.

K.18. Identify national symbols (example: Statue of Liberty, eagle, United States flag).

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Kindergarten
Topic: Me and My Family

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND PERSONAL FAMILY RELATIONSHIPS AND HISTORY.**	**CORE 1** **DESCRIBE HOW INDIVIDUALS ARE PART OF A FAMILY AND HOW FAMILIES CHANGE OVER TIME.** **CORE 13** **TELL HOW INDIVIDUAL FAMILIES ARE ALIKE AND DIFFERENT (PAST AND PRESENT, NEAR AND FAR).**	• Role play family members. • Bring pictures of family members to display. • Compare families (sizes, ages, physical characteristics). • Construct a family tree using branches. • Compile an "All About Me" booklet. • Create a *papier mache* using a balloon or ball to show the features of a globe. • Invite speakers who are involved with waste management companies. (Bring items that are considered to be waste materials.) • Compare a flat map and a globe as two ways of picturing planet Earth. • Using butcher paper, create a full size body map. • Draw a tree that depicts each season. • Dress a doll according to the season. • Match holiday to season. • Cut pictures from magazines to show different holiday customs. Paste on construction paper and display. • During each holiday season, allow students to have a special event at school for parents - Mother's Day Tea; Father's Day Soup; and Christmas Dinner. • Take a field trip to an African museum, Hispanic, etc. Give students guidelines for activity.
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, HUMAN INTERACTION, ENVIRONMENT, AND MOVEMENT.**	**CORE 5** **RECOGNIZE A GLOBE AS A MODEL OF THE EARTH.** **CORE 6** **IDENTIFY DIFFERENT TYPES OF WASTE. (EXAMPLE: PAPER, PLASTIC, AND GLASS.)** **CORE 7** **IDENTIFY THE FOUR SEASONS AND IDENTIFY APPROPRIATE CLOTHING FOR EACH.**	
CULTURE	**UNDERSTAND PERSONAL FAMILY RELATIONSHIPS AND CULTURE.**	**CORE 14** **NAME FAMILY TRADITIONS CONNECTED WITH A HOLIDAY. (EXAMPLE: THANKSGIVING).** **CORE 15** **LIST THE VARIOUS CULTURAL GROUPS SUCH AS HISPANIC, AFRICAN AMERICAN, ANGLO-AMERICAN, AMERICAN INDIAN IN THEIR COMMUNITY AND THEIR CONTRIBUTIONS TO SOCIETY.**	

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Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Kindergarten
Topic: Me and My Family

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE IMPORTANCE OF BELONGING TO GROUPS.	CORE 16 EXPLAIN THE NEED FOR RULES AND WHY IT IS NECESSARY TO OBSERVE THEM. CORE 17 DISCUSS THE POSSIBLE SOLUTIONS TO AN EXISTING PROBLEM.	* Dress up for a particular cultural event. * Students share how they celebrate holidays in their families. * Role play a family in which members break rules. Students demonstrate consequences. * Create a situation in a setting of a family that will cause a problem. Students role play solutions to problem. Cooperative learning groups can select the solution with the least negative consequences. * Develop a chart showing the need for food, clothing, and shelter. * Students bring objects that will supply the basic needs (toy house, apple, shirt). * Set up a store in the classroom and allow students to buy objects brought from home using play money and a durable cash register. * Start a collection bin for cans, papers, and aluminum in classroom. Encourage children to bring items and sort them according to the correct materials. When container is full, sell the items to the correct merchant and use the money for a class project or activity.
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS AND INTERDEPENDENCE.	CORE 10 IDENTIFY THE THREE BASIC NEEDS (FOOD, SHELTER, AND CLOTHING). CORE 11 EXPLAIN HOW MONEY IS EXCHANGED FOR GOODS AND SERVICES. CORE 12 LIST SIMPLE WAYS IN WHICH NATURAL RESOURCES CAN BE REUSED AND/OR RECYCLED.	

Course: Kindergarten
Topic: My Community

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, HUMAN INTERACTION, ENVIRONMENT, AND MOVEMENT.**	**CORE 4** **COMPARE THE CLASSROOM TO A MAP RECOGNIZING RELATIVE LOCATION IN THE ROOM (EXAMPLE: DESK TO WALL, DOOR TO CHAIR).** **CORE 8** **DESCRIBE THE GEOGRAPHICAL FEATURES OF ONE'S COMMUNITY.** **CORE 9** **USE PHOTOS TO CLASSIFY PRIMARY LAND USE SUCH AS FARMING AND LIVESTOCK RAISING, AND FISHING.**	• Construct a floor map of his/her city. • Give oral directions to get from one place to another within the city. Students would draw a map from the oral directions. • Draw a map of the playground. • Have two children hide an object. Then help them draw a map to show the class where the object is hidden. The class will find the object. • Cut pictures of animals from magazines. Children will decide whether each animal belongs in the set of pet, farm or wild animals which they might see in a zoo. • Children will taste foods that are grown underground and select a favorite. • Study various types of soil under a large magnifying glass. Students will bring in soil from their yards. (Construct with this activity different focuses - What are they looking for, etc.?) • Listen to patriotic songs. • Role play as the Statue of Liberty, Eagle, The United States Flag, etc. "Who Are You?" "How Old Are You?" "What Have You Seen In Your Lifetime?" "What Do You Symbolize?" • Students working in groups give one rule to be followed on bus, at school, on playground, etc. A list will be compiled. (This could be adapted for Halloween, etc.) • Set up a store in class using play money. Have children take turns buying food, paying for it, and getting change from the cashier.
NATIONAL IDENTITY/ CITIZENSHIP	**APPRECIATE AMERICAN IDEALS AND BELIEFS.**	**CORE 18** **IDENTIFY NATIONAL SYMBOLS. (EXAMPLE: STATUE OF LIBERTY, EAGLE, AND THE UNITED STATES FLAG.)**	
SOCIAL AND POLITICAL SYSTEMS	**UNDERSTAND THE IMPORTANCE OF BELONGING TO GROUPS.**	**CORE 16 AND 17** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Course: Kindergarten
Topic: My Community

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS AND INTERDEPENDENCE.**	**CORE 11 AND 12** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	* Make a list on the board of "Goods a Family Buys" and "Services a Family Buys." Discuss. * Plant trees on school grounds. * Experiment with evaporation.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Kindergarten
Topic: Special Days and Events

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND PERSONAL FAMILY RELATIONSHIPS AND HISTORY.	CORE 2 NAME AND DESCRIBE ACCOMPLISHMENTS OF AT LEAST ONE PROMINENT FIGURE FROM HISTORY. CORE 3 DESCRIBE EVENTS SHOWN ON A TIMELINE DEPICTING THE SCHOOL WEEK OR SCHOOL DAY SCHEDULE.	• Use a Polaroid *developing* picture camera to take pictures of the events of the day. Have children sequence the events of the day and hang on a clotheslines in chronological order. • Display items that depict symbols of the United States. • Children can create a United States flag using scrap materials - red, white, and blue. Display in a given area. • Bring pictures showing the Statue of Liberty and have students tell or read about its history.
GEOGRAPHY	UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, HUMAN INTERACTION, ENVIRONMENT, AND MOVEMENT.	CORE 7 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND PERSONAL FAMILY RELATIONSHIPS AND CULTURE.	CORE 13, 14, AND 15 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE IMPORTANCE OF BELONGING TO GROUPS.	CORE 16 AND 17 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
NATIONAL IDENTITY/ CITIZENSHIP	APPRECIATE AMERICAN IDEALS AND BELIEFS.	CORE 18 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

First Grade

Alternative Method of Organization of Objectives

Create units around other topics and teach family, community, and special days and events in each of those units. These units allow the integration of other disciplines so that social studies, math, and science could be taught. The result is more time for the students on task and more opportunities for the students to experience the connection and interaction of discipline and topics.

Examples:

- Rushmore Plus One More: Five Presidents To Know
- Ancient Egypt
- Multi-discipline Tour of the Fifty States
- Its Not Greek Anymore!
- Passport to Adventure
- Ancient Rome
- Colonial America
- Pioneers
- Coming to America (Stories of Five American Cultures)
- Civil War

The Social Studies Curriculum Structure

FIRST GRADE

The child will develop further social skills and responsibilities, understand his/her place in time and space, plus learn about cultural diversity (past and present) and about a child's economic world.

History

The student will explain the links between families now and families of the past.

1.01. Summarize the continuous changes in families and places.

1.02. Name and describe accomplishments of at least two prominent figures from history (example: George Washington, Abraham Lincoln, Christopher Columbus, and Martin Luther King).

Geography

The student will understand geographic concepts of location and human-environment interaction.

1.03. Identify the relative location of the student's home to the school, neighborhood, and state.

1.04. Demonstrate map skills by using the map key.

1.05. Identify waste and analyze possible ways to recycle and reduce waste (example: use both sides of notebook paper).

The student will understand fundamental geographic concepts.

1.06. Use number and letter grids to specify and plot locations on a simple map.

1.07 Identify the characteristics of city and rural areas.

1.08. Identify differences in the appearance of different landscapes.

Economics

The student will understand primary economic exchange systems.

1.09. Trace the sequence of tasks needed to bring products to market.

1.10. Identify modes of transportation for product distribution.

1.11. Describe the role of a consumer and merchant.

Culture

The student will understand cultural complexity.

1.12. Identify ways in which people communicate with each other (example: oral, written, body language).

Social and Political Systems

The student will understand social structures and law.

1.13. Explain rules for the playground, bus, and the classroom.

1.14. Identify consequences and rewards regarding observance of rules.

1.15. Discuss the roles of authority figures in the family, the school, the community, and the state.

National Identity/Citizenship

The student will understand democratic behavior.

1.16. **Demonstrate the democratic voting process (example: by a show of hands).**

1.17. **Explain the development of our flag (example: history, meaning of stars).**

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: First Grade
Topic: My Family

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	EXPLAIN THE LINKS BETWEEN FAMILIES NOW AND FAMILIES OF THE PAST.	CORE 1 SUMMARIZE THE CONTINUOUS CHANGES IN FAMILIES AND PLACES.	• Illustrate families of past and present through role play. • Dress as great grandparents would dress or have students draw articles of clothing on large sheets of paper, cut out, and pin on themselves. • Draw a map of the neighborhood of the school. • Create a map key for an original map such as above. • Start a recycling program. • Create announcements/ads to encourage conservation, reduce waste, and encourage recycling. (Ads can be posters or dramatic presentations comparable to TV ads.) • Dramatize examples of communication. (Example: telephone, TV, letters, etc.) • Make a chart of consequences and rewards. Act out situations with students making decisions based on consequences and rewards. • Interview authority figures to learn about their jobs. Students can then role play the rewards and difficulties of an authority figure (created from the interview). This can become a cooperative activity when the students are divided into groups and students assigned individual responsibilities.
GEOGRAPHY	UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION AND HUMAN-ENVIRONMENT INTERACTION.	CORE 3 IDENTIFY THE RELATIVE LOCATION OF THE STUDENT'S HOME TO THE SCHOOL, NEIGHBORHOOD, AND STATE. CORE 4 DEMONSTRATE MAP SKILLS BY USING THE MAP KEY. CORE 5 IDENTIFY WASTE AND ANALYZE POSSIBLE WAYS TO RECYCLE AND REDUCE WASTE. (EXAMPLE: USE BOTH SIDES OF NOTEBOOK PAPER.)	
CULTURE	UNDERSTAND CULTURAL COMPLEXITY.	CORE 12 IDENTIFY WAYS IN WHICH PEOPLE COMMUNICATE WITH EACH OTHER. (EXAMPLE: ORAL, WRITTEN, AND BODY LANGUAGE.)	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: First Grade
Topic: My Family

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND SOCIAL STRUCTURES AND LAWS.	CORE 14 IDENTIFY CONSEQUENCES AND REWARDS REGARDING OBSERVANCE OF RULES. CORE 15 DISCUSS THE ROLES OF THE AUTHORITY FIGURES IN THE FAMILY, THE SCHOOL, THE COMMUNITY, AND THE STATE.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course:	First Grade
Topic:	Community

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**EXPLAIN THE LINKS BETWEEN FAMILIES NOW AND FAMILIES OF THE PAST.**	**CORE 1** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 2** **NAME AND DESCRIBE ACCOMPLISHMENTS OF AT LEAST TWO PROMINENT FIGURES FROM HISTORY (EXAMPLE: GEORGE WASHINGTON, ABRAHAM LINCOLN, CHRISTOPHER COLUMBUS, AND MARTIN LUTHER KING).**	* Dress as a famous person and role play or play the game "Who Am I?" * Provide each student with an individual map and have them locate the places according to numbers and letters or using graph paper, create a grid map of a neighborhood, a playground, or a school building. (Example: park, school, house, etc.) * Display pictures of a city - name items, places seen in the picture. Display a rural picture - name objects, pictures seen - compare and contrast the two pictures. Draw a picture of a city and a rural area. * Name the city or area you live in. Name items you see in your city that you don't see in other places. This becomes a cooperative learning activity when students within groups with a specific focus, decide "why the differences?" * Students state address and whether they live in a city or small town. * Take a walking tour or field trip to compare landscapes. Students would keep a record of comparisons. * Bring photos of various landscape pictures to display. Demonstrate a focus of the pictures. * Dramatize the tasks involved in the process of products arriving at the market. * Give students sequence cards (six cards) to put in correct order of delivery to the market. * Create a transportation chart to illustrate the three modes of transportation.
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION AND HUMAN-ENVIRONMENT INTERACTION.** **UNDERSTAND FUNDAMENTAL GEOGRAPHIC CONCEPTS.**	**CORE 3, 4, AND 5** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 6** **USE NUMBER AND LETTER GRIDS TO SPECIFY AND PLOT LOCATIONS ON A SIMPLE MAP.** **CORE 7** **IDENTIFY THE CHARACTERISTICS OF CITY AND RURAL AREAS.** **CORE 8** **IDENTIFY DIFFERENCES IN THE APPEARANCE OF DIFFERENT LANDSCAPES.**	
ECONOMICS	**UNDERSTAND PRIMARY ECONOMIC EXCHANGE SYSTEMS.**	**CORE 9** **TRACE THE SEQUENCE OF TASKS NEEDED TO BRING PRODUCTS TO MARKET.** **CORE 10** **IDENTIFY MODES OF TRANSPORTATION FOR PRODUCT DISTRIBUTION.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: First Grade
Topic: Community

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	UNDERSTAND PRIMARY ECONOMIC EXCHANGE SYSTEMS.	CORE 11 DESCRIBE THE ROLE OF A CONSUMER AND MERCHANT.	* Set up a store and role play the consumer and the merchant. * Students can pantomime different types of communication. * Use body language to convey a message of happy, sad, angry, etc. * Group students for a cooperative activity in which the groups will determine a rule for behavior on the playground. Each group would be assigned an area of the playground or a piece of equipment to avoid duplication. The groups could exchange rules and guide consequences for breaking the rules. * Allow students to vote on a game at recess, a favorite television show, and elect class officers. * Display various flags of the United States and put in chronological order. (Groups could be assigned a specific flag.) * Read about Betsy Ross. * Dress as a famous person and role play or play the game "Who Am I?"
CULTURE	UNDERSTAND CULTURAL COMPLEXITY.	CORE 12 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND SOCIAL STRUCTURES AND LAW.	CORE 13 EXPLAIN RULES FOR THE PLAYGROUND, BUS, AND THE CLASSROOM. CORE 14 AND 15 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND DEMOCRATIC BEHAVIOR.	CORE 16 DEMONSTRATE THE DEMOCRATIC VOTING PROCESS. (EXAMPLE: BY A SHOW OF HANDS.) CORE 17 EXPLAIN THE DEVELOPMENT OF OUR FLAG. (EXAMPLE: HISTORY, MEANING OF STARS.)	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Second Grade

Alternative Method of Organization of Objectives

Create units around other topics and teach family, community, and special days and events in each of those units. These units allow the integration of other disciplines so that social studies, math, and science could be taught. The result is more time for the students on task and more opportunities for the students to experience the connection and interaction of discipline and topics.

Examples:

- Rushmore Plus One More: Five Presidents To Know
- Ancient Egypt
- Multi-discipline Tour of the Fifty States
- Its Not Greek Anymore!
- Passport to Adventure
- Ancient Rome
- Colonial America
- Pioneers
- Coming to America (Stories of Five American Cultures)
- Civil War

The Social Studies Curriculum Structure

SECOND GRADE

The child will understand the importance of interdependence among people, people who make a difference now and long ago (near and far), and democratic values.

History

The student will understand time and concepts related to family.

2.01. Recognize change through the development of timelines.

2.02. Determine how families are alike and different (past and present, near and far).

Geography

The student will understand geographic concepts.

2.03. Refine map skills by using coordinates, key symbols, cardinal, and intermediate directions.

2.04. Use symbols and color to make simple maps.

2.05. Explain how people depend on the natural environment for things such as food, shelter, and clothing.

2.06. Identify pollution causes and prevention.

2.07. Describe a region by defining its boundaries and characteristics (example: a neighborhood, a county, a state, a country).

2.08. Locate and label continents, hemispheres, and oceans on a globe and world map.

2.09. Cite examples of the movement of people, such as migration, commuting, and travel.

Economics

The student will understand basic economic concepts and exchange systems.

2.10. Distinguish between needs and wants.

2.11. Describe people and places that students depend on within and outside the neighborhood.

2.12. List activities and products which cannot be obtained in the community or neighborhood.

2.13. Compare vehicles used to move people and products today and in the past.

Culture

The student will understand cultural similarities and differences.

2.14. Compare United States holidays and how they are celebrated to holidays in other parts of the world.

Social and Political Systems

The student will understand law and social structure.

2.15. Interpret the meaning of laws by:

- comparing a school rule and a law
- examining how laws are enforced
- identifying consequences of violating laws.

2.16. Identify the characteristics of a good leader.

2.17. Identify basic freedoms (example: religion, speech) and the citizens' responsibility to the community, state, nation, and world.

Course: Second Grade
Topic: Families

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND TIME AND CONCEPTS RELATED TO THE FAMILY.**	**CORE 1** **RECOGNIZE CHANGE THROUGH THE DEVELOPMENT OF TIME LINES.** **CORE 2** **DETERMINE HOW FAMILIES ARE ALIKE AND DIFFERENT (PAST AND PRESENT, NEAR AND FAR).**	• Draw a time line to depict birthdates of family members or create a family tree. • Draw pictures to illustrate a family of the past and a family of the present. • Categorize items such as food, clothing, or shelter. What are the natural sources for these basic needs? • Make a chart of pollution problems, their causes, and ways to prevent or create a cooperative learning activity by creating groups with assigned responsibilities for each group member. Each group would be given a specific pollution problem. Students will determine causes. Then the groups could exchange pollution problem and determine prevention. • Describe personal experiences with pollution. • Students will describe other places they have lived through an oral or artistic presentation. • Make a chart comparing *needs* and *wants*. • Draw a mural to depict interdependency of families/neighborhoods. • Divide into groups and list activities and products that must be obtained from other communities/neighborhoods. • Use milk cartons, boxes, etc. to create vehicles of past and present. • Given specific situations, the students will decide which item is needed in that particular situation. This could become a cooperative activity.
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS.**	**CORE 5** **EXPLAIN HOW PEOPLE DEPEND ON THE NATURAL ENVIRONMENT FOR SUCH THINGS AS FOOD, SHELTER, AND CLOTHING.** **CORE 6** **IDENTIFY POLLUTION CAUSES AND PREVENTIONS.** **CORE 9** **CITE EXAMPLES OF THE MOVEMENT OF PEOPLE SUCH AS MIGRATION, COMMUTING, AND TRAVEL.**	
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS AND EXCHANGE SYSTEMS.**	**CORE 10** **DISTINGUISH BETWEEN WANTS AND NEEDS.** **CORE 11** **DESCRIBE PEOPLE AND PLACES THAT STUDENTS DEPEND ON WITHIN AND OUTSIDE THE NEIGHBORHOOD.** **CORE 12** **LIST ACTIVITIES AND PRODUCTS WHICH CANNOT BE OBTAINED IN THE COMMUNITY OR NEIGHBORHOOD.**	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Second Grade
Topic: Families

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS AND EXCHANGE SYSTEMS.**	CORE 13 **COMPARE VEHICLES USED TO MOVE PEOPLE AND PRODUCTS TODAY AND IN THE PAST.**	

Resource Guide for Use in the Implementation of
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Course: Second Grade
Topic: Communities

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS.**	**CORE 3** **REFINE MAP SKILLS BY USING COORDINATES, KEY SYMBOLS, CARDINAL AND INTERMEDIATE DIRECTIONS.** **CORE 4** **USE SYMBOLS AND COLORS TO MAKE SIMPLE MAPS.** **CORE 5, 6, AND 9** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 7** **DESCRIBE A REGION BY DEFINING ITS BOUNDARIES AND CHARACTERISTICS (EXAMPLE: A NEIGHBORHOOD, A COUNTRY, AND A STATE).** **CORE 8** **LOCATE AND LABEL CONTINENTS, HEMISPHERES, AND OCEANS ON A GLOBE AND WORLD MAP.**	• Draw a map of a community. • Make a chart of symbols for this map. • Bulletin board display of ways people travel. • Write a letter to pen pal describing your community. • Students would work in groups to write a description of traveling by different modes of travel. The next stage on this activity would be to plot a journey using this means of transportation. Then a journal would be kept during the journey. • Make a chart to compare holidays in different parts of the world. Students working in groups could present a holiday celebration from a particular country to the rest of the class. • Make a chart to list rewards and consequences. • Write a paragraph describing the characteristics of a good leader. • Make a list of good leaders. • Write an essay on "What Freedom Means To Me." • Have students act out the basic freedoms.
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS AND EXCHANGE SYSTEMS.**	**CORE 10, 11, AND 12, AND 13** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Course: Second Grade
Topic: Communities

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
CULTURE	**UNDERSTAND CULTURAL SIMILARITIES AND DIFFERENCES.**	**CORE 14** **COMPARE UNITED STATES HOLIDAYS AND HOW THEY ARE CELEBRATED TO HOLIDAYS IN OTHER PARTS OF THE WORLD.**	
SOCIAL AND POLITICAL SYSTEMS	**UNDERSTAND LAW AND SOCIAL STRUCTURE.**	**CORE 15** **INTERPRET THE MEANING OF LAWS BY:** • **COMPARING A SCHOOL RULE AND A LAW.** • **EXAMINING HOW LAWS ARE ENFORCED.** • **IDENTIFYING CONSEQUENCES OF VIOLATING LAWS.** **CORE 16** **IDENTIFY THE CHARACTERISTICS OF A GOOD LEADER.** **CORE 17** **IDENTIFY BASIC FREEDOMS AND THE CITIZENS' RESPONSIBILITY TO THE COMMUNITY, STATE, NATION, AND WORLD. (EXAMPLE: RELIGION AND SPEECH)**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Third Grade

Alternative Method of Organization of Objectives

Create units around other topics and teach family, community, and special days and events in each of those units. These units allow the integration of other disciplines so that social studies, math, and science could be taught. The result is more time for the students on task and more opportunities for the students to experience the connection and interaction of discipline and topics.

Examples:

- Rushmore Plus One More: Five Presidents To Know
- Ancient Egypt
- Multi-discipline Tour of the Fifty States
- Its Not Greek Anymore!
- Passport to Adventure
- Ancient Rome
- Colonial America
- Pioneers
- Coming to America (Stories of Five American Cultures)
- Civil War

The Social Studies Curriculum Structure

THIRD GRADE

The child will study the community in a global setting and appreciate the continuity and change which take place in the community.

History

The student will understand continuity and change in the community.

3.01. Describe changes which have occurred in the school or community over the years.

3.02. State factual information about the community.

3.03. Correctly sequence a series of events that occurred in the community or school for an entire month using a timeline.

The student will appreciate important people from the past.

3.04. Name at least five prominent men and women from history and simple facts about their lives (example: Presidents of the United States).

Geography

The student will understand the geographic concepts of human environmental interaction and place.

3.05. Recognize limits in the supply of natural resources, (renewable and non-renewable).

- apply the knowledge that recycling is a process of use and reuse.

3.06. Explain why certain attributes of the physical environment are attractive locations for settlements.

3.07. Use a map to show which products move from one place to another and how they are moved (example: bananas, coffee).

The student will become proficient in fundamental geographic concepts and methods.

3.08. Use a map and globe to locate a community, state, country, and continent.

3.09. Use cardinal and intermediate directions.

3.10. Use a globe (or two maps showing land and water hemispheres) to tell why Earth might be described as "the Ocean planet."

3.11. Use a series of maps from different time periods to describe, explain, and predict the development of their own community.

3.12. Cite personal examples showing how human activities change the environment.

3.13. Evaluate how people in their communities have used technology to change the ways land is used.

3.14. Identify and compare landforms.

Economics

The student will understand basic economic concepts.

3.15. Define "demand" and "supply."

3.16. Identify ways in which a community depends upon other communities to provide it with certain goods and services (example: electric power, frozen vegetables).

Culture

The student will understand cultural complexity and compare similarities and differences.

3.17. Compare the cultures of native Americans, early settlers, and people today.

3.18. Cite how cultural aspects such as language and food are transferred from one culture to another.

Social and Political Systems

The student will understand social structure.

3.19. Define a tax and identify basic services provided through taxation.

3.20. Define government.

National Identity/Citizenship

The student will understand democracy and appreciate American ideals, beliefs, and behaviors.

3.21. Explain why the Declaration of Independence and the United States Constitution including the Bill of Rights are important documents to United States citizens.

3.22. Describe the duties of a citizen.

3.23. Recite the Pledge of Allegiance to the United States flag.

3.24. Exhibit patriotism using celebrations, songs, symbols, and movements.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Third Grade
Topic: Communities

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CONTINUITY AND CHANGE IN THE COMMUNITY.	CORE 1 DESCRIBE CHANGES WHICH HAVE OCCURRED IN THE SCHOOL AND COMMUNITY OVER THE YEARS. CORE 2 STATE FACTUAL INFORMATION ABOUT THE COMMUNITY. CORE 3 CORRECTLY SEQUENCE A SERIES OF EVENTS THAT OCCURRED IN THE COMMUNITY OR SCHOOL FOR AN ENTIRE MONTH USING A TIMELINE.	* Display photos of school and community from past to present. * Make a timeline of significant events in the community. * Interview long-time residents. * Make a list of renewable resources. * Create an ad to advertise your community as a good place to live. * Label a map to show possible transportation routes of products. (This would be best utilized in a unit studying a specific theme.) * Illustrate land and water areas by using a graph. * Contrast the development of the community through different time periods. * Dramatize how individuals and activities can change the environment. * How do communities depend upon each other? A cooperative learning activity can be developed from this topic. * What basic services are provided through taxation? * How would life change without taxes? A cooperative activity can be developed from these topics.
GEOGRAPHY	UNDERSTAND THE GEOGRAPHIC CONCEPTS OF HUMAN ENVIRONMENTAL INTERACTION AND PLACE.	CORE 5 RECOGNIZE LIMITS IN THE SUPPLY OF NATURAL RESOURCES (RENEWABLE AND NON-RENEWABLE). CORE 6 EXPLAIN WHY CERTAIN ATTRIBUTES OF THE PHYSICAL ENVIRONMENT ARE ATTRACTIVE LOCATIONS FOR SETTLEMENT. CORE 7 USE A MAP TO SHOW WHICH PRODUCTS MOVE FROM ONE PLACE TO ANOTHER AND HOW THEY ARE MOVED. (EXAMPLE: BANANAS AND COFFEE.)	
	BECOME PROFICIENT IN FUNDAMENTAL GEOGRAPHIC CONCEPTS AND METHODS.	CORE 8 USE A MAP AND GLOBE TO LOCATE A COMMUNITY, STATE, COUNTRY, AND A CONTINENT.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Third Grade
Topic: Communities

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	BECOME PROFICIENT IN FUNDAMENTAL GEOGRAPHIC CONCEPTS AND METHODS.	CORE 9 USE CARDINAL AND INTERMEDIATE DIRECTIONS. CORE 10 USE A GLOBE (OR TWO MAPS SHOWING LAND AND WATER HEMISPHERES) TO TELL WHY EARTH MIGHT BE DESCRIBED AS "THE OCEAN PLANET." CORE 11 USE A SERIES OF MAPS FROM DIFFERENT TIME PERIODS TO DESCRIBE, EXPLAIN, AND PREDICT THE DEVELOPMENT OF THEIR OWN COMMUNITY. CORE 12 CITE PERSONAL EXAMPLES SHOWING HOW HUMAN ACTIVITIES CHANGE THE ENVIRONMENT. CORE 13 EVALUATE HOW PEOPLE IN THEIR COMMUNITIES HAVE USED TECHNOLOGY TO CHANGE THE WAYS LAND IS USED. CORE 14 IDENTIFY AND COMPARE LANDFORMS.	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS.	CORE 15 DEFINE "DEMAND" AND "SUPPLY." CORE 16 IDENTIFY WAYS IN WHICH A COMMUNITY DEPENDS UPON OTHER COMMUNITIES TO PROVIDE IT WITH CERTAIN GOODS AND SERVICES. (EXAMPLE: ELECTRIC POWER, FROZEN VEGETABLES.)	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Third Grade
Topic: Communities

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND SOCIAL STRUCTURE.	CORE 19 DEFINE A TAX AND IDENTIFY BASIC SERVICES PROVIDED THROUGH TAXATION. CORE 20 DEFINE GOVERNMENT.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Third Grade
Topic: Special Days and Events

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**APPRECIATE IMPORTANT PEOPLE FROM THE PAST.**	**CORE 4** **NAME AT LEAST FIVE PROMINENT MEN AND WOMEN FROM HISTORY AND SIMPLE FACTS ABOUT THEIR LIVES. (EXAMPLE: PRESIDENTS OF THE UNITED STATES.)**	• Read biographies and role play famous characters. • Sequence the lives of these individuals chronologically. • Make a chart to compare foods, clothing, jobs, etc. • Role play the life of native Americans, early settlers, etc. • Listen to music from different cultures. Make this activity interactive by asking students to role play a particular lifestyle or cultural characteristic of the period and/or people depicted by the music. • Dramatize the meetings that brought about the creation of the documents. • Write a paragraph describing a good citizen. Act out a situation demonstrating good citizenship. • Write a letter to someone thanking them for something they have done as a good citizen. • Memorize the pledge. • Demonstrate flag etiquette. • Display symbols of patriotism. • Learn and sing patriotic songs. • Write patriotic poems and present a dramatic presentation of poems. • Research history of the flag and present as "I Am The Flag." • Place different U.S. flags in chronological order.
CULTURE	**UNDERSTAND CULTURAL COMPLEXITY AND COMPARE SIMILARITIES AND DIFFERENCES.**	**CORE 17** **COMPARE THE CULTURES OF NATIVE AMERICANS, EARLY SETTLERS, AND PEOPLE TODAY.** **CORE 18** **CITE HOW CULTURAL ASPECTS SUCH AS LANGUAGE AND FOOD ARE TRANSFERRED FROM ONE CULTURE TO ANOTHER.**	
NATIONAL IDENTITY/ CITIZENSHIP	**UNDERSTAND DEMOCRACY AND APPRECIATE AMERICAN IDEALS, BELIEFS, AND BEHAVIORS.**	**CORE 21** **EXPLAIN WHY THE DECLARATION OF INDEPENDENCE AND THE UNITED STATES CONSTITUTION INCLUDING THE BILL OF RIGHTS, ARE IMPORTANT DOCUMENTS TO UNITED STATES CITIZENS.** **CORE 22** **DESCRIBE THE DUTIES OF A CITIZEN.** **CORE 23** **RECITE THE PLEDGE OF ALLEGIANCE TO THE UNITED STATES FLAG.** **CORE 24** **EXHIBIT PATRIOTISM USING CELEBRATIONS, SONGS, SYMBOLS, AND MOVEMENTS.**	

The Social Studies Curriculum Structure

FOURTH GRADE

The student will develop an understanding and appreciation of the history, geography, economics, culture, and government of the state of Mississippi.

History

The student will understand time and chronology of the past.

4.01. Compare and contrast the exploration of Mississippi by the Spanish, French, and English.

4.02. Arrange major historical events in sequential order (example: the removal of Indian tribes, expansion of the Mississippi territory, and early statehood).

The student will appreciate early minority Mississippians.

4.03. Compare and contrast the various Indian tribes of the state, their social organizations, economic activities, legends, and beliefs.

4.04. Discuss slavery and its impact on Mississippi history.

Geography

The student will demonstrate proficiency in the map skills of location, analysis, and interpretation.

4.05. Locate Mississippi on various types of maps (example: political and physical).

4.06. Locate the state capital of Mississippi on a map.

The student will demonstrate proficiency in fundamental geographic concepts and methods.

4.07. Use graphs involving temperature and precipitation to describe the climate of a place.

4.08. Describe a community environmental issue from more than one perspective.

4.09. Identify major components of the interdependence of ecological regions.

4.10. Demonstrate knowledge of a geographic system as a set of mutually dependent parts that work together to perform a function.

4.11. Use a situation to work with examples of conflict and cooperation on a geographic topic from multiple perspectives.

The student will understand geographic concepts of location, movement, human-environment, and regions.

4.12. Define the nature and characteristics of regions within the state (example: landforms, topography, and water sources).

4.13. Match the environment (example: climate, soils, landforms) of regions with economic activities (example: agriculture, forestry, fishing).

Economics

The student will understand basic economic concepts.

4.14. Demonstrate an understanding of supply and demand.

4.15. Identify the meaning of the terms export and import.

4.16. Demonstrate an understanding of the basic human needs of food, shelter, and clothing.

4.17. Explain the main purpose of advertising.

4.18. *Demonstrate a basic understanding of how technological change contributes to interdependence.*

Culture

The student will understand cultural similarities and differences.

4.19. Compare Native American art, music and games to those of the present-day (Note: compare Native American music, African American music, and other American music).

4.20. Compare lives of African Americans, Native Americans, and other Americans in the early 1800s to present day (example: with respect to homes, schools, foods, transportation, agriculture, entertainment, and interdependence of people).

The student will understand how people learn about culture.

4.21. Identify famous Mississippians through biographies.

National Identity/Citizenship

The student will understand the role of leaders and how they are selected.

4.22. Discuss the duties of the office of governor of the state.

4.23. Explain the process for electing the governor of the state.

4.24. Discuss the frequency of elections held in Mississippi (example: state representatives, mayors, and governor).

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

rse: 4th grade/Mississippi History
c: Regions of Mississippi

Strand	Strand Objective	Content Objective	Possible Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE PROFICIENCY IN THE MAP SKILLS OF LOCATION, ANALYSIS, AND INTERPRETATION.	CORE 5 LOCATE MISSISSIPPI ON VARIOUS TYPES OF MAPS (EXAMPLE: POLITICAL AND PHYSICAL). CORE 7 USE GRAPHS INVOLVING TEMPERATURE AND PRECIPITATION TO DESCRIBE THE CLIMATE OF A PLACE.	• Point out major reference points, parallels, and meridians on maps and globes. • Use maps to locate major landforms and bodies of water in Mississippi, the United States, and other nations in the world. • Use a number/letter grid system to locate places on a map. • Locate places on maps and globes using latitude and longitude. • Utilize map keys to understand map symbols. • Describe the location of Mississippi relative to other states, nations, and physical features of the world. • Create tables, charts, and graphs to compare climate, vegetation, and resources in Mississippi with other states and nations. • Describe factors that influence the location, growth, and development of places in Mississippi and compare with other states. • Select local or regional industries to explain economic concepts. • Organize activities to distinguish between needs and wants. • Examine technological advances in industry and/or transportation (television, bridges, fax machines) to demonstrate interdependence. • Create a company to demonstrate economic concepts.
	UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, MOVEMENT, HUMAN ENVIRONMENT, AND REGIONS.	CORE 12 DEFINE THE NATURE AND CHARACTERISTICS OF REGIONS WITHIN THE STATE (EX. LANDFORMS, TOPOGRAPHY, AND WATER SOURCES). CORE 13 MATCH THE ENVIRONMENT (EX. CLIMATE, SOILS, LANDFORMS) OF REGIONS WITH ECONOMIC ACTIVITIES (EX.: AGRICULTURE, FORESTRY, FISHING).	
	DEMONSTRATE PROFICIENCY IN FUNDAMENTAL CONCEPTS IN METHODS.	CORE 8 DESCRIBE A COMMUNITY ENVIRONMENTAL ISSUE FROM MORE THAN ONE PERSPECTIVE. CORE 9 IDENTIFY MAJOR COMPONENTS OF THE INTERDEPENDENCE OF ECOLOGICAL REGIONS. CORE 10 DEMONSTRATE KNOWLEDGE OF A GEOGRAPHIC SYSTEM AS A SET OF MUTUALLY DEPENDENT PARTS THAT WORK TOGETHER TO PERFORM A FUNCTION.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

[illegible]urse: 4th grade/Mississippi History
Topic: Regions of Mississippi

Strand	Strand Objective	Content Objective	Possible Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE PROFICIENCY IN FUNDAMENTAL CONCEPTS IN METHODS.	CORE 11 USE A SITUATION TO WORK WITH EXAMPLES OF CONFLICT AND COOPERATION ON A GEOGRAPHIC TOPIC FROM MULTIPLE PERSPECTIVES.	
ECONOMICS	UNDERSTAND THE BASIC ECONOMIC CONCEPTS.	CORE 14 DEMONSTRATE AN UNDERSTANDING OF SUPPLY AND DEMAND. CORE 15 IDENTIFY THE MEANING OF THE TERMS EXPORT AND IMPORT. CORE 16 DEMONSTRATE AND UNDERSTANDING OF THE BASIC HUMAN NEEDS OF FOOD, SHELTER, AND CLOTHING. CORE 17 EXPLAIN THE MAIN PURPOSE OF ADVERTISING. CORE 18 DEMONSTRATE A BASIC UNDERSTANDING OF HOW TECHNOLOGICAL CHANGE CONTRIBUTES TO INTERDEPENDENCE.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 4th grade/Mississippi History
Topic: Early Inhabitants

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Possible Teaching Strategies
HISTORY	**APPRECIATE EARLY MINORITY MISSISSIPPIANS.**	**CORE 3** **COMPARE AND CONTRAST THE VARIOUS INDIAN TRIBES OF THE STATE, THEIR SOCIAL ORGANIZATIONS, ECONOMIC ACTIVITIES, LEGENDS, AND BELIEFS.**	• Locate towns or countries in Mississippi with Indian names. • Demonstrate Indian writing by creating a story using pictography. • Visit an Indian mound or museum. • Invite speakers who have studied Indian culture (Order of the Arrow group in Boy Scouts) or museum curators. • Create wall murals depicting the major tribes of Mississippi and their houses, food, customs, games, etc.
CULTURE	**UNDERSTAND CULTURAL SIMILARITIES AND DIFFERENCES.**	**CORE 19** **COMPARE NATIVE AMERICAN ARTS, MUSIC, AND GAMES TO THOSE OF PRESENT-DAY.**	
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, MOVEMENT, HUMAN ENVIRONMENT, AND REGIONS.**	**CORE 12 AND/OR 13** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.**	**CORE 14, 15, AND/0R 16** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Course: 4th grade/Mississippi History
Topic: European Exploration and Settlement

Strand	Strand Objective	Content Objective	Possible Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND TIME AND CHRONOLOGY OF THE PAST.**	**CORE 1** **COMPARE AND CONTRAST THE EXPLORATION OF MISSISSIPPI BY THE SPANISH, FRENCH, AND ENGLISH.**	• Use maps to chart the route of the explorers. • Write an advertisement for the Louisiana colony to encourage settlement. • Role play as members of a Spanish or French expedition for the journey, life on the ship, conditions on land, etc. • Role play to discuss differences in the European and Indian cultures - (How did the European see the Indian ? How did the Indian see the European?) • Make a wall chart of the Spanish, French, and English explorers identifying explorer, time, location, and significance.
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.**	**CORE 14, 15, 17, AND/OR 18** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
GEOGRAPHY	**UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, MOVEMENT, HUMAN ENVIRONMENT, AND REGIONS.**	**CORE 12 AND/OR 13** **CAN BE INTRODUCED AND/OR REPEATED IN THIS TOPIC.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 4th grade/Mississippi History
Topic: Territorial Period/Statehood

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Possible Teaching Strategies
HISTORY	UNDERSTAND TIME AND CHRONOLOGY OF THE PAST.	CORE 2 ARRANGE MAJOR HISTORICAL EVENTS IN SEQUENTIAL ORDER (EX.: THE REMOVAL OF INDIAN TRIBES, EXPANSION OF THE MISSISSIPPI TERRITORY AND EARLY STATEHOOD).	* Create a time line on the wall of the major events of this period. * On a large state map chart the movement of the state capital. * Create a collage of scenes from Mississippi's past and present or have students draw a mural for a wall in the classroom. * On a large state map draw in the railroads and roads in Mississippi to discuss moving goods to market. * Create a Mississippi quilt using cotton squares. Draw the major symbols of Mississippi on the squares with fabric crayons, join the squares, and display as a wall hanging. * On map overlays, demonstrate the changing boundaries of the state. * Role play the daily activities of the people on the average plantation (slave owner, wife, overseer, house slave, field slave). * Research a free black in Mississippi and report to the class. * With pictures or drawings compare a meal before the Civil War with one in the present. * Have students describe Mississippi if there had been no cotton gin. * Create a game with the students giving clues about a famous Mississippian and a team of students receiving points (more points for the correct answer with fewer clues.)
CULTURE	UNDERSTAND CULTURAL SIMILARITIES AND DIFFERENCES.	CORE 20 COMPARE LIVES OF AFRICAN AMERICANS, NATIVE AMERICANS, AND OTHER AMERICANS IN THE EARLY 1800'S TO PRESENT DAY (EXAMPLES: WITH RESPECT TO HOMES, SCHOOLS, FOODS, TRANSPORTATION, AGRICULTURE, ENTERTAINMENT, AND INTERDEPENDENCE TO PEOPLE).	
HISTORY	APPRECIATE EARLY MINORITY MISSISSIPPIANS.	CORE 4 DISCUSS SLAVERY AND ITS IMPACT ON MISSISSIPPI HISTORY.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 4th grade/Mississippi History
Topic: Territorial Period/Statehood

Strand	Strand Objective	Content Objective	Possible Teaching Strategies
	(The Student Will)	(The Student Will)	
CULTURE	**UNDERSTAND HOW PEOPLE LEARN ABOUT CULTURE.**	**CORE 21** **IDENTIFY FAMOUS MISSISSIPPIANS THROUGH BIOGRAPHIES.**	• Have a student mock interview a famous Mississippian of the period. • Select a famous Mississippian of the period. The students can be given questions to answer about him/her. These questions could include how the person would solve a specific problem based on questions answered about him/her.
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.**	**CORE 14, 15, AND/OR 18** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 4th grade/Mississippi History
Topic: The Civil War and Mississippi

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Possible Teaching Strategies
CULTURE	UNDERSTAND HOW PEOPLE LEARN ABOUT CULTURE.	CORE 21 CAN BE REPEATED IN THIS TOPIC.	* Using posters or a wall chart illustrate the differences between the North and the South that helped cause the Civil War. * Create a poster urging secession. * Create a poster or handbill supporting the cause of abolition. (To argue against slavery and to promote freeing the slaves). * Invite a Civil War re-enacter to speak to the class.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 4th grade/Mississippi History
Topic: Government

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Possible Teaching Strategies
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE ROLE OF LEADERS AND HOW THEY ARE SELECTED.	CORE 23 EXPLAIN THE PROCESS OF ELECTING THE GOVERNOR OF THE STATE OF MISSISSIPPI. CORE 22 DISCUSS THE DUTIES OF THE OFFICE OF GOVERNOR OF THE STATE OF MISSISSIPPI. CORE 24 DISCUSS THE FREQUENCY OF ELECTIONS HELD IN MISSISSIPPI (EX.: STATE REPRESENTATIVES, MAYORS, AND GOVERNORS).	• Prepare comparison charts of data on the President of the United States and the governor of Mississippi. • Make a campaign speech as a candidate for governor, mayors, etc. • Role play a scene concerning a state or local issue which involves elected officials. • Collect information from newspapers on state government. • Interview citizens to determine the problems facing the community and government officials to determine their ideas about solutions. • Make posters illustrating the structure of the national, state, and/or local government.
GEOGRAPHY	DEMONSTRATE PROFICIENCY IN THE MAP SKILLS OF LOCATION, ANALYSIS, AND INTERPRETATION.	CORE 6 LOCATE THE STATE CAPTIAL OF MISSISSIPPI ON AMAP.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 4th grade/Mississippi History
Topic: Twentieth Century Mississippi

Strand	Strand Objective (The Student Will))	Content Objective (The Student Will)	Possible Teaching Strategies
CULTURE	UNDERSTAND HOW PEOPLE LEARN ABOUT CULTURE.	CORE 21 CAN BE REPEATED IN THE TOPIC.	* Interview an adult about changes in Mississippi in their lifetime and the impact of those changes. Place changes on a timeline in room and/or place changes under heading of education, government, or economics. * Play a 'WHO AM I" game of famous 20th century Mississippians. * Have students recognize famous Mississippians in art and literature by viewing a photograph of the art, listening to a description of the literature, or hearing the music. * Have students draw a large outline of Mississippi. The students can then draw pictures of products or businesses or cut them out of magazines. Students would attach the pictures at the correct locations for products of that region in 20th century Mississippi. * Assign a local product to a student. Have them create an ad for that product (drawing, video, or audio).
GEOGRAPHY	DEMONSTRATE PROFICIENCY IN FUNDAMENTAL GEOGRAPHIC CONCEPTS AND METHODS. UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION, MOVEMENT, HUMAN ENVIRONMENT, AND REGIONS.	CORE 7, 8, 9, 10, AND/OR 11 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 12 AND/OR 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS.	CORE 14, 15, 16, 17, AND/OR 18 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

The Social Studies Curriculum Structure

FIFTH GRADE

The student will develop an understanding and an appreciation of foundations of democracy of the United States and learn to value our heritage.

History

The student will understand the causes and effects of past events in American history.

5.01. Describe the principal European explorers and the territories they explored (example: Columbus, Ponce De Leon, Coronado, Verrazano, La Salle, Champlain, Marquette and Joliet, Cabot, Drake, and Hudson).

5.02. Outline the colonial period of our country.

5.03. Describe the causes of the Revolutionary War.

5.04. Describe how and why western expansion occurred in the Louisiana Territory, Florida, Texas, Mexican Cession, and Oregon.

5.05. Describe sectional events that led to the Civil War (example: the Missouri Compromise, the Compromise of 1850, Uncle Tom's Cabin, the underground railroad, slavery, Dred Scott Case, and John Brown's raid).

5.06. Describe the great migrations to the Far West.

5.07. Describe the frontier as a zone of cultural interaction.

The student will understand the importance of men, women, and minorities in American history.

5.08. Describe the contributions of patriots during the American Revolution (example: George Washington, Ethan Allen, John Paul Jones, Lafayette, Crispus Attucks, and Molly Pitcher).

5.09. Describe contributions of major figures during the Civil War conflict.

Geography

The student will demonstrate map and globe skills, relating them to United States history.

5.10. Interpret map symbols, direction, and scales.

5.11. Use longitude and latitude to determine points on a map.

5.12. Interpret special purpose maps (example: climate, vegetation, population).

5.13. Identify the meaning of "national and state boundary."

5.14. Analyze information on graphs, schedules, tables, and timetables.

5.15. Identify major United States cities, the Great Lakes, rivers, and landforms.

5.16. Use a map and specified criteria to evaluate the relative utility of several sites for particular land uses such as a new sports stadium or a sanitary landfill.

5.17 Define and describe regions and explain the chosen regional criteria.

5.18 Locate on a United States map each state and its capital.

The student will understand geographic concepts of location and region.

5.19. Name and locate major Pre-Columbian cultures in North America.

The student will understand human environmental interaction.

5.20. Describe natural resources used by colonial settlers.

5.21. Compare the use of resources before the Civil War and today.

Economics

The student will understand basic economic concepts.

5.22. Explain the principle of supply and demand of resources.

5.23. Select the appropriate method(s) of transporting a given product.

The student will understand economic exchange systems.

5.24. Explain the economic reasons for European colonization in North America.

5.25. Describe human and physical factors that affected economic development in various regions.

5.26. Identify obstacles encountered in organizing systems for the exchange of goods and development of services.

5.27. Compare the appropriate methods of transporting a given product before the Civil War and today.

Culture

The student will understand cultural similarities and differences.

5.28. Compare and contrast the culture of Native Americans in Mississippi to another Pre-Columbian Indian culture, including their location, food, housing, and beliefs.

5.29. Give examples of cultural contributions to society made by the various groups of the colonial period.

5.30. Compare life in the 1850s to present day with respect to homes, schools, foods, transportation, agriculture, technology, and entertainment.

The student will appreciate the presence of ethics and belief systems in all societies.

5.31. Explain the religious reasons for European colonization of North America.

Social and Political Systems

The student will understand the concept of law.

5.32. Describe generally how a bill becomes a law.

The student will understand the various levels of government.

5.33. Describe the division of powers among the national, state, and local levels of government.

National Identity/Citizenship

The student will understand the development of democracy in America.

5.34. Identify the author, date of signing, and the basic rights stated in the Declaration of Independence.

5.35. Read and discuss the preamble to the Constitution.

5.36. Identify the authors and the site of the Constitutional convention.

5.37. Identify the freedoms guaranteed in the Bill of Rights.

5.38. Identify Andrew Jackson's role in the War of 1812.

5.39. Describe Reconstruction.

5.40. Identify the three branches of government and the roles of each.

The student will understand democratic behavior.

5.41. Distinguish between rights, privileges, and responsibilities of citizenship.

The student will understand the roles of leaders.

5.42. Identify important government leaders and their qualifications.

The student will understand the importance of human rights.

5.43. Identify famous civil rights leaders and their contributions to democracy: Frederick Douglas, Harriet Tubman, and Sojourner Truth, William Lloyd Garrison, and Lucretia Mott.

5.44. Recognize the words of Abraham Lincoln in regard to human rights.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 5th grade/U.S. History
Topic: European Exploration and Settlement

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE CAUSES AND EFFECTS OF PAST EVENTS IN AMERICAN HISTORY.**	**CORE 1** **DESCRIBE THE PRINCIPAL EUROPEAN EXPLORERS AND THE TERRITORIES THEY EXPLORED. (EXAMPLE: COLUMBUS, PONCE DE LEON, CORONADO, VERRAZANO, LA SALLE, CHAMPLAIN, MARQUETTE AND JOLIET, CABOT, DRAKE, AND HUDSON.)**	* Use maps to locate areas of exploration/chart routes. * Create a time line for explorations. * Wall murals done in groups. * Classroom skit depicting explorations. * Role playing. * Locate places on maps and globes by using a number/letter grid system. * Locate places on maps and globes using latitude and longitude. * Use maps to locate Pre-Columbian cultures. * Create a classroom mural to depict Pre-Columbian cultures. * Play Indian games. * Have a classroom feast eating Native American foods. * Create models of different Native American houses. * Visit an Indian mound.
GEOGRAPHY	**DEMONSTRATE MAP AND GLOBE SKILLS, RELATING THEM TO UNITED STATE HISTORY.**	**CORE 10** **INTERPRET MAP SYMBOLS, DIRECTION, AND SCALES.** **CORE 11** **USE LONGITUDE AND LATITUDE TO DETERMINE POINTS ON A MAP.** **CORE 13** **IDENTIFY THE MEANING OF "NATIONAL AND STATE BOUNDARY."** **CORE 15** **IDENTIFY MAJOR UNITED STATES CITIES, THE GREAT LAKES, RIVERS, AND LANDFORMS.**	
	UNDERSTAND GEOGRAPHIC CONCEPTS OF LOCATION AND REGION.	**CORE 19** **NAME AND LOCATE MAJOR PRE-COLUMBIAN CULTURES IN NORTH AMERICA.**	
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.**	**CORE 22** **EXPLAIN THE PRINCIPLE OF SUPPLY AND DEMAND OF RESOURCES.**	
	UNDERSTAND ECONOMIC EXCHANGE SYSTEMS.	**CORE 24** **EXPLAIN THE ECONOMIC REASONS FOR EUROPEAN COLONIZATION IN NORTH AMERICA.**	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 5th grade/U.S. History
Topic: Colonial Period

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND THE CAUSES AND EFFECTS OF PAST EVENTS IN AMERICAN HISTORY.	CORE 2 OUTLINE THE COLONIAL PERIOD OF OUR COUNTRY.	• Compare and contrast colonial schools to those of today. • Write in diaries/journals as a colonist in North America. • Salt-relief maps. • Write advertisements to encourage settlements in North America. • Students can draw designs for a quilt depicting scenes from colonial life. • Create posters/wall murals to illustrate natural resources. • Illustrate cultural contributions with posters.
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS, RELATING THEM TO UNITED STATES HISTORY.	CORE 10, 11, AND 15 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 12 INTERPRET SPECIAL PURPOSE MAPS. (EXAMPLE: CLIMATE, VEGETATION, AND POPULATION.) CORE 17 DEFINE AND DESCRIBE REGIONS AND EXPLAIN THE CHOSEN REGIONAL CRITERIA.	
	UNDERSTAND HUMAN ENVIRONMENTAL INTERACTION.	CORE 20 DESCRIBE NATURAL RESOURCES USED BY COLONIAL SETTLERS.	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS.	CORE 22 AND 26 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND ECONOMIC EXCHANGE SYSTEMS.	CORE 25 DESCRIBE HUMAN AND PHYSICAL FACTORS THAT AFFECTED ECONOMIC DEVELOPMENT IN VARIOUS REGIONS.	
CULTURE	UNDERSTAND CULTURAL SIMILARITIES AND DIFFERENCES.	CORE 29 GIVE EXAMPLES OF CULTURAL CONTRIBUTIONS TO SOCIETY MADE BY VARIOUS GROUPS OF THE COLONIAL PERIOD.	

Course: 5th grade/U.S. History
Topic: American Revolution

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND THE CAUSES AND EFFECTS OF PAST EVENTS IN AMERICAN HISTORY. UNDERSTAND THE IMPORTANCE OF MEN, WOMEN, AND MINORITIES IN AMERICAN HISTORY.	CORE 3 DESCRIBE THE CAUSES OF THE REVOLUTIONARY WAR. CORE 8 DESCRIBE THE CONTRIBUTIONS OF PATRIOTS DURING THE AMERICAN REVOLUTION. (EXAMPLE: GEORGE WASHINGTON, ETHAN ALLEN, JOHN PAUL JONES, LAFAYETTE, CRISPUS ATTUCKS, AND MOLLY PITCHER.)	• Create a time line for the American Revolution. • Write and perform a skit to show the major points of the Revolution. • Interview main characters of the American Revolution.
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS, RELATING THEM TO UNITED STATES HISTORY.	CORE 10 AND 15 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 14 ANALYZE INFORMATION ON GRAPHS, SCHEDULES, TABLES, AND TIMETABLES.	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE DEVELOPMENT OF DEMOCRACY IN AMERICA.	CORE 34 IDENTIFY THE AUTHOR, DATE OF SIGNING, AND THE BASIC RIGHTS STATED IN THE DECLARATION OF INDEPENDENCE.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 5th grade/U.S. History
Topic: A New Nation

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE CAUSES AND EFFECTS OF PAST EVENTS IN AMERICAN HISTORY.**	**CORE 4** **DESCRIBE HOW AND WHY WESTWARD EXPANSION OCCURRED IN THE LOUISIANA TERRITORY, FLORIDA, TEXAS, MEXICAN CESSION, AND OREGON.**	• Salt-relief maps. • Create models of each state's flag. • How did our forefathers intend for this to be interpreted? Examine this as a means for the government to accomplish "for the common good." Then, compare and contrast public land use during the different time periods. Why the differences and/or similarities? *Note:* Core 16 can be inserted in this unit by examining the constitutional issue of eminent domain in the original Bill of Rights (Amendments). How did the forefathers intend for this to be interpreted? Examine this as a means for the government to accomplish "for the common good." Then compare and contrast public land use during different time periods. Why the differences and/or similarities? • Write campaign speeches addressing the issues of that time period to be presented to the class. • Role play the change in voting methods through history. • Collect newspaper articles that deal with important government leaders and issues. Have students write articles of the issues during time period being studied. • List qualifications needed for today's leaders. • Role play the qualities that make a good leader.
GEOGRAPHY	**DEMONSTRATE MAP AND GLOBE SKILLS, RELATING THEM TO UNITED STATES HISTORY.**	**CORE 13 AND 14** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 16** **USE A MAP AND SPECIFIED CRITERIA TO EVALUATE THE RELATIVE UTILITY OF SEVERAL SITES FOR PARTICULAR LAND USES SUCH AS A NEW SPORTS STADIUM OR A SANITARY LANDFILL.** **CORE 18** **LOCATE ON A UNITED STATES MAP EACH STATE AND ITS CAPITAL.**	
NATIONAL IDENTITY/ CITIZENSHIP	**UNDERSTAND THE DEVELOPMENT OF DEMOCRACY IN AMERICA.**	**CORE 35** **READ AND DISCUSS THE PREAMBLE TO THE CONSTITUTION.** **CORE 36** **IDENTIFY THE AUTHORS AND THE SITE OF THE CONSTITUTIONAL CONVENTION.** **CORE 37** **IDENTIFY THE FREEDOMS GUARANTEED IN THE BILL OF RIGHTS.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 5th grade/U.S. History
Topic: A New Nation

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE DEVELOPMENT OF DEMOCRACY IN AMERICA.	CORE 38 IDENTIFY ANDREW JACKSON'S ROLE IN THE WAR OF 1812. CORE 40 IDENTIFY THE THREE BRANCHES OF GOVERNMENT AND THE ROLES OF EACH.	- Create a wall mural or collage to compare/contrast life in the 1850's and today. - Write a newspaper article that explains how the site is selcted for the new stadium or landfill.
	UNDERSTAND DEMOCRATIC BEHAVIOR.	CORE 41 DISTINGUISH BETWEEN RIGHTS PRIVILEGES, AND RESPONSIBILITIES OF CITIZENSHIP.	
	UNDERSTAND THE ROLE OF LEADERS.	CORE 42 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND CULTURAL SIMILARITIES AND DIFFERENCES.	CORE 30 COMPARE LIFE IN THE 1850'S TO PRESENT DAY WITH RESPECT TO HOMES, SCHOOLS, FOODS, TRANSPORTATION, AGRICULTURE, TECHNOLOGY, AND ENTERTAINMENT.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE CONCEPT OF LAW.	CORE 32 DESCRIBE GENERALLY HOW A BILL BECOMES LAW.	
	UNDERSTAND THE VARIOUS LEVELS OF GOVERNMENT.	CORE 33 DESCRIBE THE DIVISION OF POWERS AMONG THE NATIONAL, STATE, AND LOCAL LEVELS OF GOVERNMENT.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 5th grade/U.S. History
Topic: Civil War

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE CAUSES AND EFFECTS OF PAST EVENTS IN AMERICAN HISTORY.	CORE 5 DESCRIBE SECTIONAL EVENTS THAT LED TO THE CIVIL WAR. (EXAMPLE: THE MISSOURI COMPROMISE, THE COMPROMISE OF 1850, UNCLE TOM'S CABIN, THE UNDERGROUND RAILROAD, SLAVERY, DRED SCOTT CASE, AND JOHN BROWN'S RAID.)	• Visit Vicksburg/Natchez. • Debate the issue of slavery. • Role play selected events of the Civil War period. • Make dioramas depicting the Civil War period. • Role play as a southern planter, slave, free black slaveowner, and northern industrialist. What were the feelings of each about a war?
	UNDERSTAND THE IMPORTANCE OF MEN, WOMEN, AND MINORITIES IN AMERICAN HISTORY.	CORE 9 DESCRIBE CONTRIBUTIONS OF MAJOR FIGURES DURING THE CIVIL WAR CONFLICT.	
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS, RELATING THEM TO UNITED STATES.	CORE 10, 13, 14, 15, AND 18 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND HUMAN ENVIRONMENTAL	CORE 21 COMPARE THE USE OF RESOURCES BEFORE THE CIVIL WAR AND TODAY.	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE DEVELOPMENT OF DEMOCRACY IN AMERICA.	CORE 39 DESCRIBE RECONSTRUCTION.	
	UNDERSTAND THE ROLES OF LEADERS.	CORE 42 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND THE IMPORTANCE OF HUMAN RIGHTS.	CORE 43 IDENTIFY FAMOUS CIVIL WAR LEADERS AND THEIR CONTRIBUTIONS TO DEMOCRACY: FREDERICK DOUGLAS, HARRIET TUBMAN, SOJOURNER TRUTH, WILLIAM LLOYD GARRISON, AND LUCRETIA MOTT.	
		CORE 44 RECOGNIZE THE WORDS OF ABRAHAM LINCOLN IN REGARD TO HUMAN RIGHTS.	

Course:	5th grade/U.S. History
Topic:	Civil War

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.**	**CORE 27** **COMPARE THE APPROPRIATE METHODS OF TRANSPORTING A GIVEN PRODUCT BEFORE THE CIVIL WAR AND TODAY.**	

Resource Guide.for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 5th grade/U.S. History
Topic: The Far West

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND THE CAUSES AND EFFECTS OF PAST EVENTS IN AMERICAN HISTORY.	CORE 6 DESCRIBE THE GREAT MIGRATIONS TO THE FAR WEST. CORE 7 DESCRIBE THE FRONTIER AS A ZONE OF CULTURAL INTERACTION.	• Dress as pioneers. Explain the style (fashion or function). • Write an adverstisement to encourage settlement in the West. • Write in diaries/journals. • Interview/role play early pioneers. Have them explain events or decisions. Group students to discuss alternative decisions.
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS, RELATING THEM TO UNITED STATES HISTORY.	CORE 10, 12, 13, 14, 15, 16, 17, AND 18 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS.	CORE 22 AND 26 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 23 SELECT THE APPROPRIATE METHOD(S) OF TRANSPORTING A GIVEN PRODUCT.	

The Social Studies Curriculum Structure

SIXTH GRADE

The student will develop an understanding and appreciation of the history and geography of the ancient civilizations of the Near East and Africa, the Hebrews, Greece, Rome, India, and China.

History

The student will understand continuity and change in ancient times.

6.01. Summarize the developments in Mesopotamia, particularly Sumeria, their early settlements in the fertile crescent, and the spread of agricultural villages by 4000 B.C.

6.02. Compare the benefits Egypt received from Cush and the benefits Cush received from Egypt.

6.03. Develop a timeline of the ancient history of China.

6.04. Discuss how Greece and Rome relate to other ancient civilizations.

6.05. Trace the emergence of the Roman Republic and the spread of the Roman Empire.

6.06. Outline Julius Caesar's conquests and his assassination in 44 B.C.

6.07 Outline the reign of Augustus, the "Pax Romana," and the division of the Roman Empire: Rome in the West and the rising Byzantine Empire in the East.

6.08 Evaluate the rise and spread of Christianity throughout the Mediterranean world and its origins in the life and teachings of Jesus.

Geography

The student will demonstrate fundamental geographic skills and methods.

6.09. Locate and label selected natural regions on a world map such as major mountain ranges and deserts.

6.10. Locate selected cities in the world of historical importance.

6.11. Identify and list elements of the water cycle and show its importance to nature and society.

6.12. Describe the relationship between the physical characteristics of a region and ways of life that develop there.

6.13. Identify specific paths of movement of cultural or economic characteristics across Earth as in the spread of Islam to Malaysia.

6.14. Distinguish between various types of maps (example: physical, political or historical).

The student will understand the geographic concept of human environmental interaction in the ancient world.

6.15. Compare the interaction between the environment and the developing life styles of prehistoric peoples as they moved from hunter-gatherers to food producers.

6.16. Compare and contrast conditions for farmers in Mesopotamia and Egypt.

Economics

The student will understand the history of our economic systems.

6.17. Evaluate the economic system that made accomplishments possible in Mesopotamia.

Culture

The student will understand the similarities and differences of ancient cultures.

6.18. Identify contributions of the Aryan nomads to the rise of India's culture.

The student will understand how literature and art convey a culture.

6.19. Outline the art, religion, and the development of tools and language of the prehistoric people.

6.20. Identify Greek contributions in art, architecture, drama, and poetry.

6.21. Compare Roman contributions in art, architecture, engineering, political thought, religion, and philosophy with those of earlier Greeks and consider the influence of both civilizations on Western civilization and on our lives today.

The student will understand the beginnings of the world's great religions and humankind's basic belief systems.

6.22. Develop a timeline to show the beginnings of the world's great religions: Judaism, Hinduism, Buddhism, Confucianism, and Christianity.

6.23. Compare and contrast the basic beliefs of Judaism, Hinduism, Buddhism, Confucianism, and Christianity.

6.24. Describe the religious ideas of the ancient Egyptians.

Social and Political Systems

The student will understand the development of early political systems in the ancient world.

6.25. Describe the social and political systems that made possible accomplishments in Mesopotamia.

6.26. Describe the social structure of the ancient Egyptians.

National Identity/Citizenship

The student will appreciate the birth of democracy in ancient times.

6.27. Describe early forms of democracy developed by the Greeks.

6.28. Trace the rivalry between Athens and Sparta culminating in the Peloponnesian War and the fall of Greece to Rome.

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 6th grade/Ancient History
Topic: Prehistoric People

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 9 LOCATE AND LABEL SELECTED NATURAL REGIONS ON A WORLD MAP SUCH AS MAJOR MOUNTAIN RANGES AND DESERTS. CORE 11 IDENTIFY AND LIST ELEMENTS OF THE WATER CYCLE AND SHOW ITS IMPORTANCE TO NATURE AND SOCIETY. CORE 12 DESCRIBE THE RELATIONSHIP BETWEEN THE PHYSICAL CHARACTERISTICS OF A REGION AND WAYS OF LIFE THAT DEVELOP THERE. CORE 14 DISTINGUISH BETWEEN VARIOUS TYPES OF MAPS. (EXAMPLE: PHYSICAL, POLITICAL OR HISTORICAL.)	* Role play a scene of the hunter/gatherers in their daily activities. * Create a mural of cave paintings. * Write an account of events of a hunter/gatherer expedition. * Perform a rap telling of prehistoric people. * Create a dance mourning the death of a fellow hunter/gatherer.
	UNDERSTAND THE GEOGRAPHIC CONCEPT OF HUMAN ENVIRONMENTAL INTERACTION IN THE ANCIENT WORLD.	CORE 15 COMPARE THE INTERACTION BETWEEN THE ENVIRONMENT AND THE DEVELOPING LIFE STYLES OF PREHISTORIC PEOPLE AS THEY MOVED FROM HUNTER-GATHERERS TO FOOD PRODUCERS.	
CULTURE	UNDERSTAND HOW LITERATURE AND ART CONVEY A CULTURE.	CORE 19 OUTLINE THE ART, RELIGION, AND THE DEVELOPMENT OF TOOLS AND LANGUAGE OF PREHISTORIC PEOPLE.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 6th grade/Ancient Civilizations
Topic: Mesopotamia

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CONTINUITY AND CHANGE IN ANCIENT TIMES.	CORE 1 SUMMARIZE THE DEVELOPMENTS IN MESOPOTAMIA, PARTICULARLY SUMERIA, THEIR EARLY SETTLEMENTS IN THE FERTILE CRESCENT, AND THE SPREAD OF AGRICULTURAL VILLAGES BY 4000 B.C.	• Write a job description of a specific worker in Sumeria. (Example: farmers, craft workers, etc.) • Draw a map of a city and label landmarks using the cuneiform writing. • Create a rap describing a law in Hammurabi's code. • Use creative movement to show the activities of creating an irrigation system and of farming.
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 10 LOCATE SELECTED CITIES IN THE WORLD OF HISTORICAL IMPORTANCE. CORE 13 IDENTIFY SPECIFIC PATHS OF MOVEMENTS OF CULTURAL OR ECONOMIC CHARACTERISTICS ACROSS EARTH AS IN THE SPREAD OF ISLAM TO MALAYSIA. CORE 9, 11, 12, AND/OR 14 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND THE GEOGRAPHIC CONCEPT OF HUMAN ENVIRONMENTAL INTERACTION IN THE ANCIENT WORLD.	CORE 16 COMPARE AND CONTRAST CONDITIONS FOR FARMERS IN MESOPOTAMIA AND EGYPT.	
ECONOMICS	UNDERSTAND THE HISTORY OF OUR ECONOMIC SYSTEMS.	CORE 17 EVALUATE THE ECONOMIC SYSTEM THAT MADE ACCOMPLISHMENTS POSSIBLE IN MESOPOTAMIA.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE DEVELOPMENT OF EARLY POLITICAL SYSTEMS IN THE ANCIENT WORLD.	CORE 25 DESCRIBE THE SOCIAL AND POLITICAL SYSTEMS THAT MADE POSSIBLE ACCOMPLISHMENTS IN MESOPOTAMIA.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 6th grade/Ancient Civilizations
Topic: Egypt

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND CONTINUITY AND CHANGE IN ANCIENT TIMES.	CORE 2 COMPARE THE BENEFITS EGYPT RECEIVED FROM CUSH AND THE BENEFITS CUSH RECEIVED FROM EGYPT.	• Work in groups to build a pyramid. • Write a note to a friend using hieroglyphics. • Work in groups to write a cinquain poem about Egypt. Add movements and recite the cinquain. • Create raps about the various pharaohs.
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS. UNDERSTAND THE GEOGRAPHIC CONCEPT OF HUMAN ENVIRONMENTAL INTERACTION IN THE ANCIENT WORLD.	CORE 9, 10, 11, 12, 13, AND/OR 14 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 16 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND THE BEGINNINGS OF THE WORLD'S GREAT RELIGIONS AND HUMANKIND'S BASIC BELIEF SYSTEMS.	CORE 24 DESCRIBE THE RELIGIOUS IDEAS OF THE ANCIENT EGYPTIANS.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE DEVELOPMENT OF EARLY POLITICAL SYSTEMS IN THE ANCIENT WORLD.	CORE 26 DESCRIBE THE SOCIAL STRUCTURE OF THE ANCIENT EGYPTIANS.	

Course: 6th grade/Ancient Civilizations
Topic: India

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 9, 10, 11, 12, 13, AND/OR 14 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Role play the social classes of ancient India. • Interview Aryans and/or people in the Indus Valley. Ask them to describe the events of the Aryans arrival in the Indus Valley. • Draw and/or construct symbols of the world's great religions. • Develop dances to traditional Indian music. • Create raps to tell about the beliefs of the world's major religions.
CULTURE	UNDERSTAND THE SIMILARITIES AND DIFFERENCES OF ANCIENT CULTURES.	CORE 18 IDENTIFY CONTRIBUTIONS OF THE ARYAN NOMADS TO THE RISE OF INDIA'S CULTURE.	
	UNDERSTAND THE BEGINNINGS OF THE WORLD'S GREAT RELIGIONS AND HUMANKIND'S BASIC BELIEF SYSTEMS.	CORE 22 DEVELOP A TIMELINE TO SHOW THE BEGINNINGS OF THE WORLD'S GREAT RELIGIONS: JUDAISM, HINDUISM, BUDDHISM, CONFUCIANISM, AND CHRISTIANITY. CORE 23 COMPARE AND CONTRAST THE BASIC BELIEFS OF JUDAISM, HINDUISM, BUDDHISM, CONFUCIANISM, AND CHRISTIANITY.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 6th grade/Ancient Civilizations
Topic: China

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	**UNDERSTAND CONTINUITY AND CHANGE IN ANCIENT TIMES.**	**CORE 3** **DEVELOP A TIMELINE OF THE ANCIENT HISTORY OF CHINA.**	* Make a miniature model of the Great Wall of China. * Interview each other while assuming the role of a follower of Confucius and/or an opponent of Confucianism. * Draw characters of Chinese writing. * Create a rap and/or dance about experiences on the Silk Road. *Note:* Continue the timeline on the beginnings of the World's Great Religions.
GEOGRAPHY	**DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.**	**CORE 9, 10, 11, 12, 13, AND/OR 14** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
CULTURE	**UNDERSTAND THE BEGINNINGS OF THE WORLD'S GREAT RELIGIONS AND HUMANKIND'S BASIC BELIEF SYSTEMS.**	**CORE 22 AND/OR 23** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 6th grade/Ancient Civilizations
Topic: Greece

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND CONTINUITY AND CHANGE IN ANCIENT TIMES.**	**CORE 4** **DISCUSS HOW GREECE AND ROME RELATE TO OTHER ANCIENT CIVILIZATIONS.**	• Make masks to use in a drama. • Work in groups to write tragedies and/or comedies. • Perform the tragedies or comedies. • Create a rap about the democracy in Greece.
GEOGRAPHY	**DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.**	**CORE 9, 10, 11, 12, 13, AND/OR 14** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
CULTURE	**UNDERSTAND HOW LITERATURE AND ART CONVEY A CULTURE.**	**CORE 20** **IDENTIFY GREEK CONTRIBUTIONS IN ART, ARCHITECTURE, DRAMA, AND POETRY.**	
NATIONAL IDENTITY/ CITIZENSHIP	**APPRECIATE THE BIRTH OF DEMOCRACY IN ANCIENT TIMES.**	**CORE 27** **DESCRIBE EARLY FORMS OF DEMOCRACY DEVELOPED BY THE GREEKS.** **CORE 28** **TRACE THE RIVALRY BETWEEN ATHENS AND SPARTA CULMINATING IN THE PELOPONNESIAN WAR AND THE FALL OF GREECE TO ROME.**	

Course: 6th grade/Ancient Civilizations
Topic: Rome

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE CONTINUITY AND CHANGE IN ANCIENT TIMES.**	**CORE 5** **TRACE THE EMERGENCE OF THE ROMAN REPUBLIC AND THE SPREAD OF THE ROMAN EMPIRE.** **CORE 6** **OUTLINE JULIUS CAESAR'S CONQUESTS AND HIS ASSASSINATION IN 44 B.C.** **CORE 7** **OUTLINE THE REIGN OF AUGUSTUS, THE "PAX ROMANA," AND THE DIVISION OF THE ROMAN EMPIRE: ROME IN THE WEST AND THE RISING BYZANTINE EMPIRE IN THE EAST.** **CORE 8** **EVALUATE THE RISE AND SPREAD OF CHRISTIANITY THROUGHOUT THE MEDITERRANEAN WORLD AND ITS ORIGINS IN THE LIFE AND TEACHINGS OF JESUS.**	• Write a newspaper article about the conquests and/or assassination of Julius Caesar. • Build models of aqueducts, Roman boats and/or Roman coins. • Create raps about the teachings of Jesus. • View paintings of Roman scenes. Use creative movement to tell about activities in the paintings. *Note:* Continue the timeline on the beginnings of the World's Great Religions.
GEOGRAPHY	**DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.**	**CORE 9, 10, 11, 12, 13, AND/OR 14** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
CULTURE	**UNDERSTAND HOW LITERATURE AND ART CONVEY A CULTURE.** **UNDERSTAND THE BEGINNINGS OF THE WORLD'S GREAT RELIGIONS AND HUMANKIND'S BASIC BELIEF SYSTEMS.**	**CORE 21** **COMPARE ROMAN CONTRIBUTIONS IN ART, ARCHITECTURE, ENGINEERING, POLITICAL THOUGHT, RELIGION, AND PHILOSOPHY WITH THOSE OF EARLIER GREEKS AND CONSIDER THE INFLUENCE OF BOTH CIVILIZATIONS ON WESTERN CIVILIZATION AND ON OUR LIVES TODAY.** **CORE 22 AND/OR 23** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Course: 6th grade/Ancient Civilizations
Topic: Rome

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
NATIONAL IDENTITY/ CITIZENSHIP	APPRECIATE THE BIRTH OF DEMOCRACY IN ANCIENT TIMES.	CORE 28 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

The Social Studies Curriculum Structure

SEVENTH GRADE

The student will understand the social, cultural, and technological changes from 500 A.D. to 1750.

History

The student will understand the time and chronology of world events from 500 A.D. to 1750.

7.01. Trace the series of events which took place in Europe during the Renaissance, the Reformation, and the Scientific Revolution.

7.02. Describe the development of exploration and discovery.

7.03. Describe the conquest of the Americas including French and British settlement in Canada.

7.04. Identify major contributions of Galileo, Kepler, Bacon, and Newton.

Geography

The student will demonstrate map and globe skills.

7.05. Locate the major centers of ancient civilizations on a map.

7.06. Locate the major political empires in 500 A.D. and relate them to centers of ancient civilizations.

7.07. Map the explorations in the new world by the Spanish and Portuguese and the empires established in these voyages of exploration and conquest.

7.08. Locate British and French centers of settlement in North America.

7.09. Through maps and timelines, place the three great civilizations of Middle and South America (the Mayans, Aztecs, and Incas) into historical and geographic perspective.

7.10. Compare a physical and a resource map of China to draw conclusions about how physical features affect land use.

The student will demonstrate fundamental geographic skills and methods.

7.11. Use a world map to describe the characteristics of ocean currents.

7.12. Give examples and trace routes of human migrations, both large and small in scale, and suggest how they affected the areas of interchange (example: the migration of Europeans, Africans and Asians to the Western Hemisphere).

7.13. Explain how transportation and communication have changed over time and describe their impact on specific regions.

The student will understand the importance of the geographic concept of regions and movement of people.

7.14. Survey the geography of sub-Saharan Africa and the landforms, climate, vegetation, rivers, and resources associated with its major geographic regions.

7.15. Analyze the geographic conditions that brought about the expansion of Islam through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia.

Economics

The student will understand the beginnings of modern economics and technology.

7.16. Describe how the inventions of the Renaissance--the telescope, microscope, thermometer, barometer, and printing press--helped to usher in the age of exploration and the Enlightenment.

7.17. Explore the economics of trade and exploitation of Africa.

Culture

The student will understand various world cultures.

7.18. Compare and contrast the accomplishments of these civilizations:

- Mayans for their noble architecture, calendar, hieroglyphic writing, and astronomy.
- Incas for their excellence in engineering and administration.
- Aztecs for their massive temple architecture and Aztec calendar.

7.19. Survey Chinese culture and society during the Middle Ages including the invention of the compass, gunpowder, and printing.

The student will understand how literature and arts convey a culture.

7.20. Understand the importance of a common literary language (Arabic) and religion (Islamic) in unifying the many ethnic groups of Africa and Asia.

7.21. Trace the creativity that began in the fourteenth century in northern Italy and spread through Europe which produced the artistic and literary advances of the Renaissance.

The student will understand how ideas affect behavior.

7.22. Compare and contrast the Crusades from both the Christian and Muslim vantage points (example: What were the Crusades, why did they begin, and what were their results?).

7.23. Describe Japanese feudalism and its impact on Japanese behavior.

The student will understand the influence of religion on humankind.

7.24. Discuss how the religious ideas of Mohammed, the founder of Islam, shaped the Moslem world.

7.25. Appraise how the Christian Church influenced medieval life, including economics and politics.

7.26. Examine how the Protestant Reformation influenced religion.

Social and Political Systems

The student will understand global interdependence.

7.27. Discuss how the trade routes used by Arab merchants influenced society and political systems of the world.

National Identity/Citizenship

The student will understand the growth of parliamentary government throughout this period.

7.28. Compare how the principles implicit in the Magna Carta were embodied and redefined in the English Bill of Rights, the French Declaration of the Rights of Man and of the Citizen, and the American Declaration of Independence.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Islam

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 11 USE A WORLD MAP TO DESCRIBE THE CHARACTERISTICS OF OCEAN CURRENTS. CORE 12 GIVE EXAMPLES AND TRACE ROUTES OF HUMAN MIGRATIONS, BOTH LARGE AND SMALL IN SCALE, AND SUGGEST HOW THEY AFFECTED THE AREAS OF INTERCHANGE. (EXAMPLE: THE MIGRATION OF EUROPEANS, AFRICANS, AND ASIANS TO THE WESTERN HEMISPHERE.) CORE 13 EXPLAIN HOW TRANSPORTATION AND COMMUNICATION HAVE CHANGED OVER TIME AND DESCRIBE THEIR IMPACT ON SPECIFIC REGIONS.	• Write a letter describing a pilgrimage to Mecca. Describe the requirements and events of the Hajj. • Use a pretest comparing and contrasting Judaism, Christianity, and Islam. • Draw maps of Middle East locating major centers of trade and caravan routes. • Interview students as residents of Mecca about the behaviors and new teachings of Mohammed. • Show the spread of Islam on a map by coloring countries where Islam is a major religion. • Locate land forms and bodies of water on a physical map. • Interview members of the Frankish army at the Battle of Tours describing the importance of this battle.
	UNDERSTAND THE IMPORTANCE OF THE GEOGRAPHIC CONCEPT OF REGIONS AND MOVEMENT OF PEOPLE.	CORE 15 ANALYZE THE GEOGRAPHIC CONDITIONS THAT BROUGHT ABOUT THE EXPANSION OF ISLAM THROUGH THE MIDDLE EAST, THROUGH NORTH AND SUB-SAHARAN AFRICA, TO SPAIN, AND EAST THROUGH PERSIA TO INDIA AND INDONESIA.	
CULTURE	UNDERSTAND HOW LITERATURE AND ARTS CONVEY A CULTURE.	CORE 20 UNDERSTAND THE IMPORTANCE OF A COMMON LITERARY LANGUAGE (ARABIC) AND RELIGION (ISLAMIC) IN UNIFYING THE MANY ETHNIC GROUPS OF AFRICA AND ASIA.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Islam

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
CULTURE	UNDERSTAND THE INFLUENCE OF RELIGION ON HUMANKIND.	CORE 24 DISCUSS HOW THE RELIGIOUS IDEAS OF MOHAMMED, THE FOUNDER OF ISLAM, SHAPED THE MOSLEM WORLD.	
	UNDERSTAND GLOBAL INTERDEPENDENCE.	CORE 27 DISCUSS HOW THE TRADE ROUTES USED BY ARAB MERCHANTS INFLUENCED SOCIETY AND POLITICAL SYSTEMS OF THE WORLD.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Africa

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.	CORE 2 DESCRIBE THE DEVELOPMENT OF EXPLORATION AND DISCOVERY.	• Create a wall or floor map of African trading nations. Draw caravan routes. Illustrate trade goods. • Role play trades by silent barter. Describe reasons that silent barter developed. • Create wall chart showing art, food, customs, houses, weapons, etc. • Role play to illustrate differences in northern and southern cultures. • Create menus from various cultures showing similarities and differences. • Illustrate main geographic features on a map. Make a copy of pictures that illustrate those features. • To illustrate the importance of trade, have students list items in their homes that come from other countries. List on chalkboard. Point out location on world map. • Write entries in a diary describing travel with Ibn Battuta. • Draw illustrations of various styles of architecture. Describe reasons (climate, resources, etc.) for the success of each style. • Write a newspaper article describing the salt trade. • Make a wall illustration of vegetation in different climate zones.
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS.	CORE 5 LOCATE THE MAJOR CENTERS OF ANCIENT CIVILIZATIONS ON A MAP. CORE 6 LOCATE THE MAJOR POLITICAL EMPIRES IN 500 A.D. AND RELATE THEM TO CENTERS OF ANCIENT CIVILIZATION.	
	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 12 AND 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND THE IMPORTANCE OF THE GEOGRAPHIC CONCEPT OF REGIONS AND MOVEMENT OF PEOPLE.	CORE 14 SURVEY THE GEOGRAPHY OF SUB-SAHARAN AFRICAN AND THE LANDFORMS, CLIMATE, VEGETATION, RIVERS, AND RESOURCES ASSOCIATED WITH ITS MAJOR GEOGRAPHIC REGIONS.	
ECONOMICS	UNDERSTAND THE BEGINNINGS OF MODERN ECONOMICS AND TECHNOLOGY.	CORE 17 EXPLORE THE ECONOMICS OF TRADE AND EXPLORATION OF AFRICA.	
CULTURE	UNDERSTAND HOW LITERATURE AND ARTS CONVEY A CULTURE.	CORE 20 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
SOCIAL AND POLTICAL SYSTEMS	UNDERSTAND GLOBAL INTERDEPENDENCE.	CORE 27 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Course: 7th grade/World History
Topic: Asian Civilization

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.**	**CORE 2** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	• Make poster illustrating the organization of the Mongol army. • Write letters to Europeans describing the wonders of the Chinese: coal, hunting, bathing, etc. • Interview students as citizens to determine the importance of the Samurai in Japanese society. • Write a newspaper article describing the invasion of Japan by the Mongolian fleet. • Locate major reference points-cities and boundaries of various Chinese dynastics on map overlays. • Interview Marco Polo on his travels. • Create a "clothes line" time. Illustrate art and events of various periods. Pin them in chronological order on clothes line. • Fill out a job application under the Chinese civil service system. • Invite a speaker who has traveled to China. • Create a wall mural depicting: 1) the Forbidden City, 2) the Great Wall, 3) the tombs of Xian or 4) houses, food, customs, etc. • Translate a passage written in Chinese.
GEOGRAPHY	**DEMONSTRATE MAP AND GLOBE SKILLS.**	**CORE 5 AND 6** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 10** **COMPARE A PHYSICAL AND A RESOURCE MAP OF CHINA TO DRAW CONCLUSIONS ABOUT HOW PHYSICAL FEATURES AFFECT LAND USE.**	
	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	**CORE 12** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
CULTURE	**UNDERSTAND VARIOUS WORLD CULTURES.**	**CORE 19** **SURVEY CHINESE CULTURE AND SOCIETY DURING THE MIDDLE AGES INCLUDING THE INVENTION OF THE COMPASS, GUN POWDER, AND PRINTING.**	
	UNDERSTAND HOW IDEAS AFFECT BEHAVIOR.	**CORE 23** **DESCRIBE JAPANESE FEUDALISM AND ITS IMPACT ON JAPANESE BEHAVIOR.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Middle Ages

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 12 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Create a menu of typical meals. • Write a poem describing the attitudes toward women. • Role play a page, a squire, or a knight. Describe duties and privileges. • Create maps showing Crusade routes. Set up obstacles causing casualties. • Create posters recruiting Crusaders. • Draw and label a manor using map key and scale. Label - fields, mill, wine prices, roads, etc. • Build castles. Set sizes and requirements for specific features. (Example: moat, keep, portcullis.) • Interview various members of society, nobles, knights, ladies, and clergy about their positions in society. • Create a chart showing responsibilities of lords and vassals. • Set up a miniature replica of a tournament showing joists, archery competitions, wrestling, refreshments, and the viewing area. • Describe new products that came to Europe as a result of the Crusaders and their impact on Europeans.
CULTURE	UNDERSTAND HOW IDEAS AFFECT BEHAVIOR.	CORE 22 COMPARE AND CONTRAST THE CRUSADERS FROM BOTH THE CHRISTIAN AND MUSLIM VANTAGE POINTS. (EXAMPLE: WHAT WAS THE CRUSADES, WHY DID THEY BEGIN, AND WHAT WERE THEIR RESULTS?)	
	UNDERSTAND THE INFLUENCE OF RELIGION ON HUMANKIND.	CORE 25 APPRAISE HOW THE CHRISTIAN CHURCH INFLUENCED MEDIEVAL LIFE INCLUDING ECONOMICS AND POLITICS.	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE GROWTH OF PARLIAMENTARY GOVERNMENT THROUGHOUT THIS PERIOD.	CORE 28 COMPARE HOW THE PRINCIPLES IMPLICIT IN THE MAGNA CARTA WERE EMBODIED AND REDEFINED IN THE ENGLISH BILL OF RIGHTS, THE FRENCH DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN, AND THE AMERICAN DECLARATION OF INDEPENDENCE.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Renaissance

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.**	CORE 1 **TRACE THE SERIES OF EVENTS WHICH TOOK PLACE IN EUROPE DURING THE RENAISSANCE, THE REFORMATION, AND THE SCIENTIFIC REVOLUTION.**	• Trace the movement of the Renaissance from the Italian city - states - to Northern Europe on a map. • Invite an artist to explain the development of art. • Create a collage of paintings of the period. • Role play Michelangelo's disagreement with church officials over the Sistine Chapel. • Write a description of a "Renaissance Man." Compare to people today. • Make a wall chart illustrating advancements made in medicine. • Read passages from Shakespeare. Paraphrase into modern English. Discuss its relationship to today. (Students especially like Marc Anthony's speech from "Julius Caesar.") • Build a reproduction of a theater in 16th century England. • Make a wall chart showing the many interests of da Vinci. Connect them to modern "inventions."
GEOGRAPHY	**DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.**	CORE 12 AND 13 **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
ECONOMICS	**UNDERSTAND THE BEGINNINGS OF MODERN ECONOMICS AND TECHNOLOGY.**	CORE 16 **DESCRIBE HOW THE INVENTIONS OF THE RENAISSANCE THE TELESCOPE, MICROSCOPE, THERMOMETER, BAROMETER, AND PRINTING PRESS HELPED TO USHER IN THE AGE OF EXPLORATION AND THE ENLIGHTENMENT.**	
CULTURE	**UNDERSTAND HOW LITERATURE AND ART CONVEY A CULTURE.**	CORE 21 **TRACE THE CREATIVITY THAT BEGAN IN THE FOURTEENTH CENTURY IN NORTHERN ITALY AND SPREAD THROUGH EUROPE WHICH PRODUCED THE ARTISTIC AND LITERARY ADVANCES OF THE RENAISSANCE.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Reformation & Scientific Revolution

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	**UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.**	**CORE 1** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	• Use a copy of "Luther's Ninety-Five Thesis." Choose several that can be easily understood. Have students work together to interpret and rewrite in their own words. • Using a map of Europe, show different areas where Protestants developed their belief. • Create a chart showing similarities and differences in Protestant religions. • Role play Mary, Queen of Scots, and John Calvin showing opposing attitudes about religion and position of women. • Create a poster showing church reform.
GEOGRAPHY	**DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.**	**CORE 13** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
CULTURE	**UNDERSTAND THE INFLUENCE OF RELIGION ON HUMANKIND.**	**CORE 26** **EXAMINE HOW THE PROTESTANT REFORMATION INFLUENCED RELIGION.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Age of Exploration

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.	CORE 2 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 3 DESCRIBE THE CONQUEST OF THE AMERICANS INCLUDING FRENCH AND BRITISH SETTLEMENT IN CANADA.	• Have students draw a map of a neighborhood or town and give instructions to others about how to arrive at a predetermined destination. • Have student make a wall mural of people of this period who have taken risks. Show what they did and the results. • Play "TO TELL THE TRUTH" game using various explorers. Use four students to act as explorers. (Example: Cortes.) Have three students narrate "fibs" about his life. One tells the truth. Students must select real explorer. • Write newspaper article about the discovery of the New World. Include description of new animals and plants. (Could also be used as newscast with video.) • Role play as members of European society (French peasant, Italian noble, Irish monk, etc). Describe their reactions to the new products coming from the Middle East and Far East. • Create a time line on the wall of the major events of this period. • On map overlays, demonstrate the movement of centers of settlement. • Have students conduct mock interview of famous explorers, members of the expedition, or natives to describe events or impact on native society.
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS.	CORE 7 MAP THE EXPLORATION IN THE NEW WORLD BY THE SPANISH AND PORTUGUESE AND THE EMPIRES ESTABLISHED IN THESE VOYAGES OF EXPLORATION AND CONQUEST. CORE 8 LOCATE BRITISH AND FRENCH CENTERS OF SETTLEMENT IN NORTH AMERICA.	
	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 12 AND 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Early American Civilization

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.	CORE 2 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Bring in pictures of Mayan artifacts and architecture. Have students analyze artifacts and guess how they were used. • Create time line showing important events of the major Indian cultures. • Draw floor map of Central and South America and locate major civilizations. • Build replicas of Aztec architecture. • Write a letter describing an unexpected visit (by time travel) to an Indian culture. Describe food, clothing, and religion. • Create a mural showing religious activities of Aztecs, Incas, or Mayas. • Ask students to write a single paragraph describing a single Indian culture (an epitaph).
GEOGRAPHY	DEMONSTRATE MAP AND GLOBE SKILLS.	CORE 5, 7, AND 8 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 9 THROUGH MAPS AND TIMELINES, PLACE THREE GREAT CIVILIZATIONS OF MIDDLE AND SOUTH AMERICA (THE MAYANS, AZTECS, AND INCAS) INTO HISTORICAL AND GEOGRAPHIC PERSPECTIVE.	
	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 11, 12, AND 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND VARIOUS WORLD CULTURES.	CORE 18 COMPARE AND CONTRAST THE ACCOMPLISHMENTS OF THESE CIVILIZATIONS. MAYANS FOR THEIR NOBLE ARCHITECTURE, CALENDAR, HIEROGLYPHICS, WRITING, AND ASTRONOMY; INCAS FOR THEIR EXCELLENCE IN ENGINEERING AND ADMINISTRATION; AZTECS FOR THEIR MASSIVE TEMPLE ARCHITECTURE AND AZTEC CALENDAR.	
NATIONAL IDENTITY/ ITIZENSHIP	UNDERSTAND THE GROWTH OF PARLIAMENTARY GOVERNMENT THROUGHOUT THIS PERIOD.	CORE 28 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Enlightenment

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.	CORE 1 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Make a chart that illustrates the limitations on the power of the monarchy in England. • Find illustrations that show the excesses of the French nobility. • Role play attitudes of church and state toward the ideas and reforms of the philosophers. • Role play. Research and express the political philosophies of Locke, Rousseau, Voltaire, Montesquieu, and Diderot. • Create pamphlets or posters demanding reforms in France during the late 1700's. • Divide the class into the Three Estates. Each must present its case for change. • Write a newspaper article describing the execution of Louis XVI and Marie Antionette. Create various points of view. • Make a chart comparing the English Bill of Rights, French Declaration of the Rights of Man, and the American Declaration of Independence. Note similarities and differences.
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
ECONOMICS	UNDERSTAND THE BEGINNINGS OF MODERN ECONOMICS AND TECHNOLOGY.	CORE 9 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTOOD HOW LITERATURE AND ARTS CONVEY A CULTURE.	CORE 21 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE GROWTH OF PARLIAMENTARY GOVERNMENT THROUGHOUT THIS PERIOD.	CORE 28 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 7th grade/World History
Topic: Development of Western Democracy

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE TIME AND CHRONOLOGY OF WORLD EVENTS FROM 500 A.D. TO 1750.**	**CORE 3 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	• Create a poster opposing taxation. • Have students divide into groups. Discuss times when they had to do things they didn't want to. Describe their feelings and ask how they would feel about having one person in a country tell them how to act and feel. • Debate the Divine Right Theory. Divide class into nobles and peasants. List grievances under rule of Louis XIV. List points on board. • Play a "WHO AM I" game of rulers of England, France, or Spain. • Role play the position of Charles I or Cromwell or Louis XIV or peasants and nobles to describe privileges and responsibilities of the period. • Make an illegal "handbill" describing the excesses of the French nobility.
GEOGRAPHY	**DEMONSTRATE MAP AND GLOBE SKILLS.**	**CORE 8 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	**CORE 12 AND 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	
NATIONAL IDENTITY/ CITIZENSHIP	**UNDERSTAND THE GROWTH OF PARLIAMENTARY GOVERNMENT THROUGHOUT THIS PERIOD.**	**CORE 28 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

The Social Studies Curriculum Structure

EIGHTH GRADE

The student will understand the critical events of United States History during the period from pre-Columbian time to Reconstruction.

History

The student will understand the causes and effects of the American Revolution.

8.01. Examine the events that led to the American Revolution.

8.02. Identify the author and date of signing of the Declaration of Independence.

8.03. Identify the significance of key battles and leaders of the Revolutionary War including Bunker Hill, Saratoga, and Yorktown.

The student will understand time and chronology of early American historical events.

8.04. Describe policies of the Jeffersonian Era, the war of 1812, and the Era of Good Feelings.

8.05. Examine the westward movement (1815-1850).

8.06. Examine the territorial expansions of Louisiana and Mexico.

The student will understand time and chronology of the Civil War.

8.07. Describe the strategies, major battles and leaders of the Union and of the Confederacy.

The student will appreciate the role of women and minorities in our history.

8.08. Describe the roles of women and minorities such as Crispus Attucks, Peter Salem, and Molly Pitcher in the American Revolution.

8.09. Trace the roles of women in developing the American society from the English colonial period and the Second Great Awakening to the rise of factories and the reform movements of the 1800s.

8.10. Describe the 19th century federal policy toward American Indians.

8.11. Trace the roles of African Americans in developing the American society in early America, the American Revolution, the Civil War, and the Reconstruction period.

8.12. Trace the roles of immigrants from the Aliens Act of 1798 to the German and Irish immigration of the mid 1800s and the subsequent new immigration from southern and eastern Europe.

Geography

The student will demonstrate fundamental geographic skills and methods.

8.13. Explain how different people's use of similar environments reflect different perspectives.

8.14. Use data bases (computerized or non-computerized) displayed on tables, graphs, and maps to make inferences about urban population trends.

8.15. Interpret, sketch, or build a model to show how push and pull factors affect population migrations to and within the United States.

8.16. Understand that both positive and negative consequences may result from human alterations to the environment.

The student will understand the effects of human environmental interaction before and after the settlement of America.

8.17. Compare wildlife treatment before and after the settlement of America, recognizing importance of ecological functions, recreational value, economic returns, and wise management.

The student will understand the westward movement of people in North America.

8.18. Describe the European exploration of North America, including contributions of explorers such as Columbus, DeSoto, Ponce de Leon, La Salle, Coronado, Verrazano, Champlain, Marquette and Joliet, Cabot, Drake, and Hudson.

8.19. Locate and describe the westward expansion under Manifest Destiny, including territorial acquisitions of Florida, Louisiana Territory, Mexican Cession, Oregon, and the Gadsden Purchase.

The student will understand sectional differences prior to the Civil War and strategies during the war.

8.20. Examine the political issues which led to the war including sectional compromises of the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the election of 1860.

Economics

The student will understand basic economic concepts.

8.21. Discuss how the Industrial Revolution that began in the north in the 1830s changed the way people lived, worked, and traveled.

8.22. Describe the relationships between raw materials, transportation, labor, and other inputs in the location of economic activities.

The student will understand economic issues before and after the Civil War.

8.23. Examine the economic and social issues which led to the Civil War, including the significance of the Dred Scott decision and John Brown's raid.

8.24. Analyze the social and economic policies and conditions during the war and the cultural and technological achievements made because of the war.

Culture

The student will understand the complexities of early American culture including slavery and regional similarities and differences.

8.25. Compare the Jeffersonian Age to the democratic trends of the Jacksonian era, including the impact of the growing commercial economy on the social structure, family, and culture of the United States.

8.26. Analyze the social policies and conditions which led to the Civil War.

8.27. Examine the African-American experience as the life of a slave (family life, slave codes, major rebellions).

8.28. Identify differences among the New England, Middle and Southern colonies, including location, governmental structure, major economic activity of each section, and religious patterns in the colonies.

Social and Political Systems

The student will understand the development of our American political system.

8.29. Contrast the ideas Hamilton and Jefferson on the issues of interpretation of the Constitution, the central government, and the common man.

8.30. Trace the significant events of the early years of the Republic which established:

- the authority of the national government
- the Bill of Rights
- the two-party system
- the peaceful transition of government
- the origins of judicial review
- the nation's commercial and banking system

National Identity/Citizenship

The student will understand the basic documents of democracy.

8.31. Examine the Articles of Confederation and also describe the problems of the nation under the articles.

8.32. Analyze major issues debated and the compromises reached at the Constitutional Convention.

8.33. Describe how government was structured under the new Constitution.

8.34. Compare the Articles of Confederation with the United States Constitution (bicameralism, separation of powers, federalism, and checks and balances).

The student will understand American ideals and beliefs of the early nation.

8.35. Examine the Federalist program of the Washington and Adams administrations.

The student will understand our nation's changing perspective of human rights.

8.36. Describe the origins of slavery.

8.37. Discuss the principal participants of the Constitutional Convention, the major issues they debated, and the compromises they reached.

8.38. Analyze the character, words and works of Abraham Lincoln.

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 8th grade/U.S. History
Topic: Exploration & Colonization

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.**	CORE 11 **TRACE THE ROLES OF AFRICAN AMERICANS IN DEVELOPING THE AMERICAN SOCIETY IN EARLY AMERICA, THE AMERICAN REVOLUTION, THE CIVIL WAR, AND THE RECONSTRUCTION PERIOD.**	* Report on what it might have been to like to depend on local natural resources for food, clothing, and shelter. * List different types of games that colonial children played, then separate them into categories of indoor/outdoor, warm/cool weather, etc. * Write reports on the capture of Africans in West Africa. * Research slave codes in various states. * Re-enact what might have happened to the Lost Colony of Roanoke. * Research eye-witness accounts of horrors of The Middle Passage and present these as dramatic readings to the class. * Compile a booklet of biographical sketches of famous black Americans during this era. * Using reference materials, describe the environments of the Hohokam, Anasazi, and Mound Builders-climate, transportation, and natural resources. How did these people shape their environments to meet the needs of their culture? * Slashing and burning, used by the Mayas, is still used in the rain forest today. Discuss the impact on today's environment of this ancient technique.
CULTURE	**UNDERSTAND THE COMPLEXITIES OF EARLY AMERICAN CULTURE INCLUDING SLAVERY AND REGIONAL SIMILARITIES AND DIFFERENCES.**	CORE 28 **IDENTIFY DIFFERENCES AMONG THE NEW ENGLAND, MIDDLE, AND SOUTHERN COLONIES INCLUDING LOCATION, GOVERNMENTAL STRUCTURE, MAJOR ECONOMIC ACTIVITY OF EACH SECTION, AND RELIGIOUS PATTERNS IN THE COLONIES.**	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 8th grade/U.S. History
Topic: Exploration & Colonization

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	UNDERSTAND THE WESTWARD MOVEMENT OF PEOPLE IN NORTH AMERICA.	CORE 18 DESCRIBE THE EUROPEAN EXPLORATION OF NORTH AMERICA INCLUDING CONTRIBUTIONS OF EXPLORERS SUCH AS COLUMBUS, DE SOTO, PONCE DE' LEON, LA SALLE, CORONADO, VERRAZANO, CHAMPLAIN, MARQUETTE AND JOLIET, CABOT, DRAKE, AND HUDSON.	• Use maps to chart the route of the explorers. • Create a time line on the wall of the early explorers. • Write an advertisement to encourage Europeans to settle in America. • Make a wall chart of Spanish, French, and English explorers identifying explorer, time, location, and significance.
	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 13 EXPLAIN HOW DIFFERENT PEOPLE'S USE OF SIMILAR ENVIRONMENTS REFLECT DIFFERENT PERSPECTIVES. CORE 15 INTERPRET, SKETCH, OR BUILD A MODEL TO SHOW HOW PUSH AND PULL FACTORS AFFECT POPULATION MIGRATIONS TO AND WITHIN THE UNITED STATES. CORE 16 UNDERSTAND THAT BOTH POSITIVE AND NEGATIVE CONSEQUENCES MAY RESULT FROM HUMAN ALTERATIONS TO THE ENVIRONMENT. CORE 17 COMPARE WILDLIFE TREATMENT BEFORE AND AFTER THE SETTLEMENT OF AMERICA. RECOGNIZING IMPORTANCE OF ECOLOGICAL FUNCTIONS, RECREATIONAL VALUE, ECONOMIC RETURNS, AND WISE MANAGEMENT.	• Role play members of a joint-stock company planning a colony. • On map overlays, demonstrate the various areas of North America settled by Spain, France, and England. • Work cooperatively to create a set of rules for a new settlement. • Create wall murals depicting various explorers claiming land for their countries. • Role play Columbus' journey and discovery of America (or any of the explorers). • Use wall chart to compare and contrast Southern, Middle, and New England colonies. • Have students prepare a newspaper advertisement Columbus would have used to recruit sailors. • Write a profile of various explorers. • Have students make a chart comparing the culture of the hunter gatherers, the first farmers, and the big-game hunters. • Write a paragraph on how the introduction of guns led to near extinction of some animals and dramatically changed the Indian's way of life.

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: American Revolution

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	THE STUDENT WILL UNDERSTAND THE CAUSES AND EFFECTS OF THE AMERICAN REVOLUTION.	CORE 1 EXAMINE THE EVENTS THAT LED TO THE AMERICAN REVOLUTION. CORE 2 IDENTIFY THE AUTHOR AND DATE OF SIGNING OF THE DECLARATION OF INDEPENDENCE. CORE 3 IDENTIFY THE SIGNIFICANCE OF KEY BATTLES AND LEADERS OF THE REVOLUTIONARY WAR INCLUDING BUNKER HILL, SARATOGA, AND YORKTOWN.	* Create a time line on the wall of major events of this period. * Write poems, short stories, etc. about this era. * Create the front page of a newspaper in Philadelphia, Pennsylvania for July 4, 1776. * Role play the signing of the Declaration of Independence. * Write a motivating speech to encourage patriotism. * Make bulletin board of trivia questions. * Play of charades using quotes of famous Americans. * Rewrite in students words the main points of the Declaration of Independence. * Role play various famous personalities of this era. * As members of the Committees of Correspondence, have groups write letters to the other colonies describing events that are happening in their colony. * Act our various debates in the First Continental Congress. * Prepare a chart or diagram comparing the purpose and outcome of the First and Second Continental Congress. * Write short reports about the contributions made by blacks and women to the Patriot cause. * On a large wall outline map, locate, label, and color code the important battles of the Revolutionary War.
HISTORY	THE STUDENTS WILL APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.	CORE 8 DESCRIBE THE ROLES OF WOMEN AND MINORITIES SUCH AS CRISPUS ATTUCKS, PETER SALEM, AND MOLLY PITCHER IN THE AMERICAN REVOLUTION. CORE 9 TRACE THE ROLES OF WOMEN IN DEVELOPING THE AMERICAN SOCIETY FROM THE ENGLISH COLONIAL PERIOD AND THE SECOND GREAT AWAKENING TO THE RISE OF FACTORIES AND THE REFORM MOVEMENTS OF THE 1880'S. CORE 11 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Emergence of A New Nation

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
NATIONAL IDENTITY/ CITIZENSHIP	THE STUDENTS WILL UNDERSTAND THE BASIC DOCUMENTS OF DEMOCRACY.	CORE 31 EXAMINE THE ARTICLES OF CONFEDERATION AND ALSO DESCRIBE THE PROBLEMS OF THE NATION UNDER THE ARTICLES. CORE 32 ANALYZE MAJOR ISSUES DEBATED AND THE COMPROMISES REACHED AT THE CONSTITUTIONAL CONVENTION. CORE 33 DESCRIBE HOW GOVERNMENT WAS STRUCTURED UNDER THE NEW CONSTITUTION. CORE 34 COMPARE THE ARTICLES OF CONFEDERATION WITH THE UNITED STATES CONSTITUTION (BICAMERALISM, SEPARATION OF POWERS, FEDERALISM, AND CHECKS AND BALANCES).	• Make a wall chart comparing the Articles of Confederation and the Constitution. • Role play debates occurring during the Constitutional Convention. • Visit a legislative session. • Invite a legislative representative to speak to class. • Divide class into committees and illustrate how a bill is debated in a committee. • Have students create a floor chart of how a bill becomes a law. • Pretend that you are an immigrant and write a paragraph telling why you would want to come to America. • Draw a political cartoon showing how Jefferson and Hamilton would have differed on particular ideas. • Create a mural of all the Benjamin Franklin's "Firsts." • Play "TIC-TAC-KNOW." Divide the class into two groups, score by answering questions pertaining to subject matter. • Conduct debate over ratification. • Develop a skit demonstrating a problem our nation experienced under the Articles of Confederation.
	UNDERSTAND OUR NATION'S CHANGING PERSPECTIVE OF HUMAN RIGHTS.	CORE 37 DISCUSS THE PRINCIPAL PARTICIPANTS OF THE CONSTITUTIONAL CONVENTION, THE MAJOR ISSUES DEBATED, AND THE COMPROMISE THEY REACHED.	

Course: 8th grade/History
Topic: Emergence of A New Nation

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
SOCIAL AND POLITICAL SYSTEMS	**UNDERSTAND THE DEVELOPMENT OF OUR AMERICAN POLITICAL SYSTEM.**	**CORE 30** **TRACE THE SIGNIFICANT EVENTS OF THE EARLY YEARS OF THE REPUBLIC WHICH ESTABLISHED:** **• THE AUTHORITY OF NATIONAL GOVERNMENT.** **• THE BILL OF RIGHTS.** **• THE TWO-PARTY SYSTEM.** **• PEACEFUL TRANSITION OF GOVERNMENT.** **• THE ORIGINS OF JUDICIAL REVIEW.** **• THE NATION'S COMMERCIAL AND BANKING.**	
HISTORY	**APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.**	**CORE 12** **TRACE THE ROLES OF IMMIGRANTS FROM THE ALIENS ACT OF 1798 TO THE GERMAN AND IRISH IMMIGRATION OF THE MID 1800'S AND THE SUBSEQUENT NEW IMMIGRATION FROM SOUTHERN AND EASTERN EUROPE.**	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Jefferson Era

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND TIME AND CHRONOLOGY OF EARLY AMERICAN HISTORICAL EVENTS.	CORE 4 DESCRIBE POLICIES OF THE JEFFERSONIAN ERA, THE WAR OF 1812, AND THE ERA OF GOOD FEELINGS.	* Make poster of Jefferson's beliefs and personal style. * Speculate how the United States would be different today if Jefferson had not purchased the Louisiana Territory. * Make a list of facts that Lewis and Clark would have sent back to Jefferson. * Write journal entries for a particular week in the Lewis and Clark expedition. Pinpoint as to geographical location for the expedition during that week. * Learn and sing "The Battle of New Orleans" by Johnny Horton. * Choral read all three verses of "The Star Spangled Banner." * Group as one team of Jefferson's administration *vs* one team of New England businessmen to debate the pros and cons of the embargo issue.
CULTURE	UNDERSTAND THE COMPLEXITIES OF EARLY AMERICAN CULTURE INCLUDING SLAVERY AND REGIONAL SIMILARITIES AND DIFFERENCES.	CORE 25 COMPARE THE JEFFERSONIAN AGE TO THE DEMOCRATIC TRENDS OF THE JACKSONIAN ERA INCLUDING THE IMPACT OF THE GROWING COMMERCIAL ECONOMY ON THE SOCIAL STRUCTURE, FAMILY, AND CULTURE OF THE UNITED STATES.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Industrial Revolution

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS.	CORE 21 DISCUSS HOW THE INDUSTRIAL REVOLUTION THAT BEGAN IN THE 1830'S CHANGED THE WAY PEOPLE LIVED, WORKED, AND TRAVELED. CORE 22 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	* Brainstorm living in a rural area in 1820 when a thread factory moves to a town nearby. How would this change and affect your life? * Act out skits featuring a city dweller and a farmer comparing the advantages of where they live. * Prepare a bulletin board display of African-American inventors of this time. ** (Reference: "The Negro Almanac" by Henry Ploski) * Write skits about one of the young girls who worked at the Lowell factory. * Compare occupations open to women in American in 1838 and today. * Make wall chart comparing the benefits and abuses of power brought by the railroads. * Write biographical sketches on inventors of this time. Add drawings of their inventions where possible. * Compile scrapbooks of inventions and technological improvements.
GEOGRAPHY	DEMONSTRATE FUNDAMENTAL GEOGRAPHIC SKILLS AND METHODS.	CORE 14 USE DATA BASES (COMPUTERIZED OR NON-COMPUTERIZED) DISPLAYED ON TABLES, GRAPHS, AND MAPS TO MAKE INFERENCES ABOUT URBAN POPULATION TRENDS.	
HISTORY	APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.	CORE 9 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Federalism

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND AMERICAN IDEALS AND BELIEFS OF THE EARLY NATION.	CORE 35 EXAMINE THE FEDERALIST PROGRAM OF THE WASHINGTON AND ADAMS ADMINISTRATIONS.	• Create campaign posters encouraging people to vote for the Federalist party. • Design a symbol for different political parties. • Dramatize an Indian mother explaining to her children why they must leave their traditional homeland and move to the Northwest Territory. • Describe the Westward Movement from the viewpoint of the American Indian. • Write a paragraph speculating which political group Jefferson/Hamilton would support today. • Prepare a campaign speech a Federalist might make urging people to vote against Jefferson's choice of James Madison. • Write an editorial for a paper criticizing the Federal policy toward Indians.
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE DEVELOPMENT OF OUR AMERICAN POLITICAL SYSTEM.	CORE 29 CONTRAST THE IDEAS OF HAMILTON AND JEFFERSON ON THE ISSUES OF INTERPRETATION OF THE CONSTITUTION, THE CENTRAL GOVERNMENT, AND THE COMMON MAN.	
HISTORY	APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.	CORE 10 DESCRIBE FEDERAL POLICY TOWARD AMERICAN INDIANS.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Jacksonian Era and The Westward Movement

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
CULTURE	UNDERSTAND THE COMPLEXITIES OF EARLY AMERICAN CULTURE INCLUDING SLAVERY AND REGIONAL SIMILARITIES AND DIFFERENCES.	CORE 25 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Debate the pros and cons of states' rights and the nullification issue in 1832. • Brainstorm possible situations that might arise if each state had the right to declare law unconstitutional. • Imagine you are John C. Calhoun, and write a letter of resignation to President Jackson explaining why you no longer wish to be his Vice President. • Create a chart with sketches illustrating the major modes of transportation that helped the U.S. grow. • As editor of a Cherokee newspaper in early 1830, write an editorial commenting on passage of the Indian Removal Act by Congress. • Draw a cartoon Jackson supporters might have used to attack the "corrupt bargain" following the election of 1824. • Prepare a large outline wall map to illustrate the growth of the U.S. from 1783-1853. • Write an account of the Battle of Little Bighorn from the point of view of Custer's soldiers and also the Sioux Indians. • Make a poster to rally Texas to fight for independence from Mexico in March 1836. • Draw a cartoon about the forty-niners rushing to California to find gold. • Write a paragraph explaining why the buffalo was "a galloping department store" to the Plains Indian. What happened to this theory as the settlers moved westward? • Discuss the irony of the first Americans being the last citizens.
HISTORY	UNDERSTAND TIME AND CHRONOLOGY OF EARLY AMERICAN HISTORICAL EVENTS. APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.	CORE 5 EXAMINE THE WESTWARD MOVEMENT (1815-1850). CORE 6 EXAMINE THE TERRITORIAL EXPANSIONS OF LOUISIANA AND MEXICO. CORE 10 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
GEOGRAPHY	UNDERSTAND THE WESTWARD MOVEMENT OF PEOPLE IN NORTH AMERICA.	CORE 13 AND 16 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 19 LOCATE AND DESCRIBE THE WESTWARD EXPANSION UNDER MANIFEST DESTINY INCLUDING TERRITORIAL ACQUISITIONS OF FLORIDA, LOUISIANA TERRITORY, MEXICAN CESSION, OREGON, AND THE GADSDEN PURCHASE.	

Course: 8th grade/History
Topic: Jacksonian Era and The Westward Movement

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	**UNDERSTAND THE WESTWARD MOVEMENT OF PEOPLE IN NORTH AMERICA.**		* Read aloud words from Chief Joseph's surrender speech. How do they make you feel? * Students research the conflict in the West between the cattle ranchers. sheep herders, and farmers. Identify how each wanted to use the land and the ways in which the different uses altered the environment. * Group Activity. Why was A Century of Dishonor by Helen H. Jackson called The Uncle Tom's Cabin of Indian policy?

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Sectionalism & The Civil War

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND OUR NATION'S CHANGING PERSPECTIVE OF HUMAN RIGHTS.	CORE 36 DESCRIBE THE ORIGINS OF SLAVERY. CORE 38 ANALYZE THE CHARACTER, WORDS, AND WORKS OF ABRAHAM LINCOLN.	* Make a time line of events of the Civil War. * Divide students into two groups. Have them re-enact a particular battle of the Civil War. * Through library research determine how daily life in your area was affected by the Civil War. (Example: history books newspapers, etc.) * Invite a Civil War re-enacter to speak to the class. * Research a free black Mississippian and give a report to the class. * Create a poster urging secession. * Using posters or a wall chart, illustrate the differences between the North and South that helped cause the Civil War. * Create a poster or handbill that supports the cause of abolition. * Role play Harriet Tubman as a conductor on the Underground Railroad. * Research to find age, height, and weight of the average solider in the Civil War. * Draw the various flags used by the Union and the Confederacy during the war. * Learn and sing songs related to the Civil War. (Example: When Johnny comes marching home again.") * Draw cartoons, diagrams, or other graphics depicting a growing difference between the North and South. * Prepare a debate on "Northerners had the right to disobey the Fugitive Slave Law of 1850.
CULTURE	UNDERSTAND THE COMPLEXITIES OF EARLY AMERICAN CULTURE INCLUDING SLAVERY AND REGIONAL SIMILARITIES AND DIFFERENCES.	CORE 26 ANALYZE THE SOCIAL POLICIES AND CONDITIONS WHICH LED TO THE CIVIL WAR. CORE 27 EXAMINE THE AFRICAN AMERICAN EXPERIENCE AS THE LIFE OF A SLAVE (FAMILY LIFE, SLAVE CODES, MAJOR REBELLIONS).	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS.	CORE 22 DESCRIBE THE RELATIONSHIPS BETWEEN RAW MATERIAL, TRANSPORTATION, LABOR, AND OTHER INPUTS IN THE LOCATION OF ECONOMIC ACTIVITIES.	
	UNDERSTAND ECONOMIC ISSUES BEFORE AND AFTER THE CIVIL WAR.	CORE 23 EXAMINE THE ECONOMIC AND SOCIAL ISSUES WHICH LED TO THE CIVIL WAR INCLUDING THE SIGNIFICANCE OF THE DRED SCOTT DECISION AND JOHN BROWN'S RAID.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: 8th grade/History
Topic: Sectionalism & The Civil War

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	**UNDERSTAND ECONOMIC ISSUES BEFORE AND AFTER THE CIVIL WAR.**	**CORE 24** **ANALYZE THE SOCIAL AND ECONOMIC POLICIES AND CONDITIONS DURING THE WAR AND THE CULTURAL AND TECHNOLOGICAL ACHIEVEMENTS MADE BECAUSE OF THE WAR.**	• Write two sets of headlines 1) Northern, and 2) Southern, about the Dred Scott decision, South Carolina's secession, bombarding Fort Sumter, etc. • Make posters encouraging men to enlist in the Union/Confederate Army. • Draw political cartoons criticizing the draft law of either the North or South for excusing the rich. • Write several diary entries of a southern plantation owner whose land and house are occupied by Union troops. • Write a poem/song that could have been written by a slave who had heard rumors about Lincoln's Emancipation Proclamation. • Create a bulletin board with pictures/drawings of Union/Confederate weapons, uniforms, equipment, etc. • Research and design a brochure that describes Civil War memorials in our state.
GEOGRAPHY	**UNDERSTAND SECTIONAL DIFFERENCES PRIOR TO THE CIVIL WAR AND STRATEGIES DURING THE WAR.**	**CORE 20** **EXAMINE THE POLITICAL ISSUES WHICH LED TO THE WAR INCLUDING SECTIONAL COMPROMISES OF THE MISSOURI COMPROMISE, THE COMPROMISE OF 1850, THE KANSAS-NEBRASKA ACT, AND THE ELECTION OF 1860.**	
HISTORY	**UNDERSTAND TIME AND CHRONOLOGY OF THE CIVIL WAR.**	**CORE 7** **DESCRIBE THE STRATEGIES, MAJOR BATTLES, AND LEADERS OF THE UNISON OF THE CONFEDERACY.**	

Course: 8th grade/History
Topic: Reconstruction

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**APPRECIATE THE ROLE OF WOMEN AND MINORITIES IN OUR HISTORY.**	**CORE 11** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	* As a group, conduct interviews with students who imagine they are freedmen living in the South after the Civil War. * Draw a political cartoon that criticizes the black codes passed in the South after the war. * Write a one-act play about the impeachment trial of Andrew Johnson. * Make a wall chart comparing the Reconstruction plans of Lincoln with the Republicans in Congress and Andrew Jackson. * In groups, make a list of problems the South faced after the Civil War. Then, brainstorm solutions. * In groups, make a list of the successes and failures of Reconstruction and brainstorm how this might have been different if Lincoln had lived. * Using "Historical Statistics of the U.S." as a reference, create graphs showing the production of cotton, iron, and lumber in the South from the 1860-1900.
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.**	**CORE 22** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

The Social Studies Curriculum Structure

WORLD HISTORY

The student will understand the major turning points in the shaping of modern world history and geography from 1750 to the present.

History

The student will understand the links of the modern world to the past.

01. Review the major achievements of these civilizations: Mesopotamia, Egypt, India, China, Greece, Rome, and the Islamic world.

02. Review the impact of the Reformation.

03. Review the characteristics of the Renaissance, Scientific Revolution, and the Enlightenment.

The student will understand change through time in modern world events.

04. Trace the Industrial Revolution in Western Europe and the United States from 1750 to World War I.

05. Define imperialism and give the reasons for its development in Africa and Asia.

06. Describe the course of World Wars I and II.

07. Discuss the major confrontations of these Cold War events: Korea, Vietnam, Berlin, Cuba, U-2, Hungary, and Suez.

08. Outline political and social changes occurring in Asia following World War II to the present.

09. Discuss challenges in the Middle East from World War II to the present.

10. Discuss challenges in Africa from World War II to the present.

11. Discuss challenges in Latin America from World War II to the present.

The student will understand cause and effect.

12. Explain immediate and underlying causes of World War I.

13. Analyze the impact of World War I and nationalism on Africa and Asia.

14. Compare and contrast the unification movements in Germany and Italy.

15. Examine the growth of Japanese and Russian imperialism.

16. Assess the extent of imperialism in Latin America.

17. Compare and contrast the effects of imperialism on India and Africa.

The student will understand continuity and change in modern world nations.

18. Divide the development of Mesopotamian, Egyptian, Indian, Chinese, Greek and Roman civilizations into time periods.

19. Describe the development of the English Parliament and the course of the English Revolution.

20. Discuss the American Revolution.

21. Examine the causes, course, and results of the French Revolution.

22. Explore the course of the Latin American revolutions.

23. Compare the results of the Atlantic revolutions (example: American, French, and British) and the new political ideology that they produced.

Geography

The student will understand human environmental interaction on the planet.

24. Analyze the following international environmental concerns:

•the massive destruction of the tropical rain forests as settlers speculate in ranching and agriculture; the long term costs to the earth's biosphere as these irreplaceable forests are systematically destroyed
•the countless species of wildlife and vegetation lost
•the future of this region as grasses lose their nutritional value in these regions of shallow soil and speculative ranches are abandoned.

The student will locate modern geographic sites.

25. Compare and contrast the countries of today with those of 1750 using maps from the appropriate periods.

26. Use an outline map of the world to sketch and describe characteristics of various climate regions.

27. Locate and label selected physical features on a world map such as a continental divide, a rift valley, the drainage basin of the Amazon River.

28. Locate and label major population centers or well-known cultural features on a world map such as the 20 largest metropolitan areas in the world or the Great Wall of China.

29. Explain ways in which technological development contributes to extensive use of environments not used in times past, such as deserts, swamps, the sea bed, and tropical rain forests.

30. Describe and explain cultural patterns shared by several world regions.

31. Analyze and give examples of cultural barriers to movement such as language, customs, and political ideologies.

Economics

The student will understand modern economic exchange systems.

32. Describe the revival of Western Europe through the Common Market, assessing the position of Western Europe in the world today.

33. Examine the reasons for Japanese economic development after World War II.

34. Identify the growth of new nations in Asia since 1945.

35. Compare and contrast economic trends in different regions of the developed and developing world that are influenced by differential resource distribution.

The student will understand interdependence of nations.

36. Describe the worldwide effects of the Great Depression.

Culture

The student will understand cultural developments of the modern world.

37. Discuss the social, political, and intellectual changes in Western Europe following World War I.

38. Examine ways in which specific societies have inherited national characteristics from their older cultures of that nation (example: What makes Chinese Chinese?, etc.).

The student will understand cultural complexity.

39. Discuss the cultural conflicts resulting from imperialism.

Social and Political Systems

The student will understand the development of social structure.

40. Analyze the development of fascism in Italy and Germany.

41. Assess the transformation of the political and social structure in the Commonwealth of Independent States (Soviet Union) and Eastern Europe.

42. Trace the struggle for independence in African nations.

43. Investigate the relationship between North American countries and Latin America.

The student will understand the reality of global economic interdependence.

44. Assess the consequences of the Versailles treaty following World War I.

45. Identify changes in the nature of international partnerships and alliances in the 1990s such as the European Community, NATO, and the Organization of Petroleum Exporting Countries.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: World History
Topic: Review

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND THE LINKS OF THE MODERN WORLD TO THE PAST.**	CORE 1 **REVIEW THE MAJOR ACHIEVEMENTS OF THESE CIVILIZATIONS; MESOPOTAMIA, EGYPT, INDIA, CHINA, GREECE, ROME, AND THE ISLAMIC WORLD.** CORE 2 **REVIEW THE IMPACT OF THE REFORMATION.** CORE 3 **REVIEW THE CHARACTERISTICS OF THE RENAISSANCE, SCIENTIFIC REVOLUTION, AND ENLIGHTENMENT.**	• Read excerpts from Clan of the Cave Bear. • Divide class into groups - Mesopotamia, Egypt, India, China, Greece, Rome, Islamic Empire. Each group using modeling clay will make items characteristic of their civilization. (Examples: Egypt - hieroglyphics; Greece - columns; Rome - Colosseum) • Create an illustrated time line. • Invite guests for a panel discussion representing religions of Judaism, Islam, Christianity, Buddhism, and Hinduism. • Divide class into groups. Using coats hangers of wire, construction paper, markers, and fishing lines, each group will create a mobile demonstrating the civilizations. • Divide students into groups. Design a cooperative strategy that will address the impact of climate on location of civilizations, for example, on the interaction of climate factors and culture. Consult the Five Themes of Geography from the National Standards.
	UNDERSTAND CONTINUITY AND CHANGE IN THE MODERN WORLD NATIONS.	CORE 18 **DIVIDE THE DEVELOPMENT OF MESOPOTAMIAN, EGYPTIAN, INDIAN, CHINESE, GREEK, AND ROMAN CIVILIZATIONS INTO TIME PERIODS.** CORE 19 **DESCRIBE THE DEVELOPMENT OF THE ENGLISH PARLIAMENT AND THE COURSE OF THE ENGLISH REVOLUTION.**	
GEOGRAPHY	**LOCATE MODERN GEOGRAPHIC SITES.**	CORE 25 **COMPARE AND CONTRAST THE COUNTRIES OF TODAY WITH THOSE OF 1750 USING MAPS FROM THE APPROPRIATE PERIODS.** CORE 26 **USE AN OUTLINE MAP OF THE WORLD TO SKETCH AND DESCRIBE CHARACTERISTICS OF VARIOUS CLIMATE REGIONS.**	

Course: World History
Topic: Review

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
GEOGRAPHY	LOCATE MODERN GEOGRAPHIC SITES.	CORE 27 LOCATE AND LABEL SELECTED PHYSICAL FEATURES. CORE 30 DESCRIBE AND EXPLAIN CULTURAL PATTERNS SHARED BY SEVERAL WORLD REGIONS.	
CULTURE	UNDERSTAND CULTURAL DEVELOPMENTS OF THE MODERN WORLD.	CORE 38 EXAMINE WAYS IN WHICH SPECIFIC SOCIETIES HAVE INHERITED NATIONAL CHARACTERISTICS FROM THEIR OLDER CULTURES OF THAT NATION. (EXAMPLE: WHAT MAKE CHINESE CHINESE?, ETC.)	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: World History
Topic: Age of Enlightenment

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CONTINUITY AND CHANGE IN MODERN WORLD NATIONS.	CORE 20 DISCUSS THE AMERICAN REVOLUTION. CORE 21 EXAMINE THE CAUSES, COURSE, AND RESULTS OF THE FRENCH REVOLUTION. CORE 22 EXPLORE THE COURSE OF THE LATIN AMERICAN REVOLUTIONS. CORE 23 COMPARE THE RESULTS OF THE ATLANTIC REVOLUTIONS (EXAMPLE: AMERICAN, FRENCH, AND BRITISH) AND THE NEW POLITICAL IDEOLOGY THAT THEY PRODUCED.	• In groups, let students construct comparative charts of the American, French, and Latin American Revolutions. • Assign to groups a leader of a revolution. Groups will make a poster presentation on the leader and his role in the revolution. (Examples: George Washington - United States; Simon Bolivar - Columbia; and Father Hidalgo - Mexico) • Divide class into groups. Groups will make overhead transparencies into grids in a "jeopardy" format using categories such as battles, people, places, etc.
GEOGRAPHY	LOCATE MODERN GEOGRAPHIC SITES.	CORE 27 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND CULTURAL DEVELOPMENTS OF THE MODERN WORLD.	CORE 38 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Course: World History
Topic: Reaction and Revolutions (1815-1871)

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE LINKS OF THE MODERN WORLD TO THE PAST. UNDERSTAND CHANGE THROUGH TIME IN MODERN WORLD EVENTS. UNDERSTAND CAUSE AND EFFECT.	CORE 3 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 4 TRACE THE INDUSTRIAL REVOLUTION IN WESTERN EUROPE AND THE UNITED STATES FROM 1750 TO WORLD WAR I. CORE 14 COMPARE AND CONTRAST THE UNIFICATIONS MOVEMENTS IN GERMANY AND ITALY.	* Construct pictorial displays of art; architecture; inventions, etc., of the Age of Enlightenment. Can be compared/contrasted, etc. to those of the Renaissance or scientific revolution. (Students can also react to the art through a dramatic presentation.) * Research and write mini-biographies of the leaders of the period. * Write a comparative analysis of German v. Italian unification movements.

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: World History
Topic: Imperialism of the 19th Century

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND CHANGE THROUGH TIME IN MODERN WORLD EVENTS.	CORE 5 DEFINE IMPERIALISM AND GIVE THE REASONS FOR ITS DEVELOPMENT IN AFRICAN AND ASIA. CORE 15 EXAMINE THE GROWTH OF JAPANESE AND RUSSIAN IMPERIALISM. CORE 16 ASSESS THE EXTENT OF IMPERIALISM IN LATIN AMERICA. CORE 17 COMPARE AND CONTRAST THE EFFECTS OF IMPERIALISM ON INDIA AND AFRICA.	• Draw a map of the countries and/or changes in their boundaries during the 19th century. What was the impact of these changes? • Write evaluations of the impact of imperialism on Africa, Japan, Russia, and Latin-America. • Read and write interpretations of Kipling's, The White Man's Burden, and/or deliver orally. • Have students read Things Fall Apart by Chinua Achebe. Students can illustrate book jackets and role play characters or major events.
CULTURE	UNDERSTAND CULTURAL DEVELOPMENTS OF THE MODERN WORLD.	CORE 38 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 39 DISCUSS THE CULTURAL CONFLICTS RESULTING FROM IMPERIALISM.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: World History
Topic: World War I

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CHANGE THROUGH TIME IN MODERN WORLD EVENTS.	CORE 2 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 6 DESCRIBE THE COURSE OF WORLD WAR I AND WORLD WAR II. CORE 12 EXPLAIN IMMEDIATE AND UNDERLYING CAUSES OF WORLD WAR I. CORE 13 ANALYZE THE IMPACT OF WORLD WAR I AND NATIONALISM ON AFRICA AND ASIA.	* Draw a map of the world and color-code the countries involved in World War I based on Triple Alliance and Triple Entente. * Take the position of a Serbian nationalist and defend the assassination of the Archduke Franz Ferdinand. * Divide class into groups and have each group research new methods of warfare such as (1) land weapons, (2) sea vessels, (3) air war, and (4) chemical warfare. * Students will research the changing role of females during World War I. * Divide the class into cooperative groups and assign one country of the Triple Alliance or the Triple Entente to each group. Each group will answer assigned questions about the country. These questions should be higher order questions that examine how and why or alternative decisions and problem-solving. * Possible movies to view/books to read, All Quiet on the Western Front and For Whom the Bell Tolls. * Students select specific examples of the impact on the Versailles Treaty on Hitler's rise to power and Benito Mussolini's . Then the students may "change history" by deciding how they would have handled the end of World War I by writing their own peace treaty. This would work well in a cooperative learning strategy.
GEOGRAPHY	LOCATE MODERN GEOGRAPHIC STIES.	CORE 31 ANALYZE AND GIVE EXAMPLES OF CULTURAL BARRIERS TO MOVEMENT SUCH AS LANGUAGE, CUSTOMS, AND POLITICAL IDEOLOGIES.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE REALITY OF GLOBAL ECONOMIC INTERDEPENDENCE.	CORE 44 ASSESS THE CONSEQUENCES OF THE VERSAILLES TREATY FOLLOWING WORLD WAR I.	

Course: World History
Topic: Between the Wars

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CAUSE AND EFFECT.	CORE 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Play a game modeled from TV's Jeopardy on questions related to the period between World War I and II. • View a film/video on The Grapes of Wrath. Follow-up activities could include: ∞ role play characters ∞ diaries of imaginary victims of the Depression ∞ log tracing trek to California • Write descriptions of the economic depressions in the major European countries. Construct charts to compare and show major effects. • Research and write papers describing the development of fascism in Italy and Germany. • Do cartoon caricatures of leading political figures such as Hitler, Mussolini, Franco, Stalin, and Tojo. • Complete maps of Axis aggression in Europe and Asia, 1931-1939. • Research and write summary accounts of German, Italian, Russian reactions to the Treaty of Versailles. • Research and construct charts and maps to depict trade between major European, Asian, and American countries in this period. (Group activity.)
ECONOMICS	UNDERSTAND INTERDEPENDENCE OF NATIONS.	CORE 36 DESCRIBE THE WORLDWIDE EFFECTS OF THE GREAT DEPRESSION.	
CULTURE	UNDERSTAND CULTURAL DEVELOPMENTS OF THE MODERN WORLD.	CORE 37 DISCUSS THE SOCIAL, POLITICAL, AND INTELLECTUAL CHANGES IN WESTERN EUROPE FOLLOWING WORLD WAR I.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE DEVELOPMENT OF SOCIAL STRUCTURE. UNDERSTAND THE REALITY OF GLOBAL ECONOMIC INTERDEPENDENCE.	CORE 40 ANALYZE THE DEVELOPMENT OF FASCISM IN ITALY AND GERMANY. CORE 44 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Course: World History
Topic: World War II

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	**UNDERSTAND CHANGE THROUGH TIME IN MODERN WORLD EVENTS.**	**CORE 6** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 15** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	• Sadaka And A Thousand Paper Cranes. Read aloud novelle. Divide students into groups to discuss the pros and cons of the use of the atomic bomb from the viewpoints of the Japanese and the Americans. • Students will select one of the following dates and write an essay defending why it was the beginning of World War II. – 1931 - Invasion of Manchuria by Japan. – Sept. 1, 1939 - Germany's invasion of Poland. – Dec. 7, 1941 - Pearl Harbor. (This could also be an oral presentation or a cooperative activity.) • Divide students into groups and assign specific topics concerning social, political, and intellectual changes in Western Europe after World War I for oral presentations. • Students will write or create a journal portraying themselves as Jewish individuals in Germany or the Soviet Union during the 1930's. • Movies to view or books to read. – Midway – The Longest Day – A Bridge Too Far – A Bridge Over The River Kwai – King Rat – Stalag 17
CULTURE	**UNDERSTAND CULTURAL DEVELOPMENTS OF THE MODERN WORLD.** **UNDERSTAND CULTURAL COMPLEXITY.**	**CORE 37** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 39** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: World History
Topic: Cold War, Communism, and Colonial Revolution

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CHANGE THROUGH TIME IN MODERN WORLD EVENTS.	CORE 7 DISCUSS THE MAJOR CONFRONTATIONS OF THESE COLD WAR EVENTS: KOREA, VIETNAM, BERLIN, CUBA, U-2, HUNGARY, AND SUEZ. CORE 8 OUTLINE POLITICAL AND SOCIAL CHANGES OCCURRING IN ASIA FOLLOWING WORLD WAR II TO THE PRESENT. CORE 9 DISCUSS CHALLENGES IN THE MIDDLE EAST FROM WORLD WAR II TO THE PRESENT. CORE 10 DISCUSS THE CHALLENGES OF AFRICA FROM WORLD WAR II TO THE PRESENT. CORE 11 DISCUSS CHALLENGES IN LATIN AMERICA FROM WORLD WAR II TO THE PRESENT.	* Divide class into groups to focus on the events of post-World War II. Groups should make audio-visual aids, oral presentations, and prepare "You Are There, etc." Sample: Berlin Airlift, Korean War, Construction of Berlin Wall, Suez Canal Crisis, Bay of Pigs, Cuban Missile Crisis, U2 Plane, Chinese Communist Revolution, and Hungarian Revolution. * Create illustrated wall size time lines for areas of the World: ∞ Post World War II Asia ∞ Post World War II Middle East ∞ Post World War II Africa ∞ Post World War II Latin America * Research the Nobel Peace Prize Winners of the 1960's, 1970's, 1980's and 1990's. Each student will be assigned a recipient to research. On a large time line, each student will place the name of the recipient and give an oral presentation on the winner. On a wall map, the recipient's home country will be identified and name placed on the map.
ECONOMICS	MODERN ECONOMIC EXCHANGE SYSTEMS.	CORE 34 IDENTIFY THE GROWTH OF NEW NATIONS IN ASIA SINCE 1945. CORE 35 COMPARE AND CONTRAST ECONOMIC TRENDS IN DIFFERENT REGIONS OF THE DEVELOPED AND DEVELOPING WORLD THAT ARE INFLUENCED BY DIFFERENTIAL RESOURCE DISTRIBUTION.	* Construct a graph of selected developing and developed countries showing per capita income. * Using same countries, label maps with resources of the same selected countries. * Have students read One Day in the Life of Ivan Denisovich by Boris Pasternok.

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Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: World History
Topic: Contemporary Global Events and Issues

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND CHANGE THROUGH TIME IN MODERN WORLD EVENTS.	CORE 8, 9, 10, AND 11 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	* Design a cooperative activity on the destruction of the rain forests and its effect on the future. * Suggested movies: ∞ Nastradamus: "The Man Who Saw Tomorrow" ∞ On The Beach ∞ Fail-Safe ∞ Dr. Strangelove ∞ Manchurian Candidate Students should be given focus point before watching movies. The movies are culminating activities utilized to enhance performance skills. * Draw a world map and place illustrations of great cultural monuments (such as the Great Wall of China and the Great Pyramid, etc). * Using an outline map, label the countries belonging to the common market today. Use this map in a cooperative activity. * Research the Nobel Prize winners of the 1960's, 70's, 80's, and 90's in the areas of literature, medicine, economics, chemistry, etc. Let students construct a time line or other large pictorial display of findings. * Construct charts to show economic development in major countries during the decades of the 1960's to the 1990's. * Students make a collage of world personalities. * Make and display flags of the member nations of the UN.
GEOGRAPHY	UNDERSTAND HUMAN ENVIRONMENTAL INTERACTION ON THE PLANET.	CORE 24 ANALYZE THE FOLLOWING INTERNATIONAL CONCERNS: * THE MASSIVE DESTRUCTION OF THE TROPICAL RAIN FORESTS AS SETTLERS SPECULATE IN RANCHING AND AGRICULTURE; THE LONG TERM COSTS TO THE EARTH'S BIOSPHERE AS THESE IRREPLACEABLE FORESTS ARE SYSTEMATICALLY DESTROYED. * THE COUNTLESS SPECIES OF WILDLIFE AND VEGETATION LOST. * THE FUTURE OF THIS REGION AS GRASSES LOSE THEIR NUTRITIONAL VALUE IN THESE REGIONS OF SHALLOW SOIL AND SPECULATIVE RANCHES ARE ABANDONED.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: World History
Topic: Contemporary Global Events and Issues

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	**LOCATE MODERN GEOGRAPHIC SITES.**	CORE 28 **LOCATE AND LABEL MAJOR POPULATION CENTERS OR WELL-KNOWN CULTURAL FEATURES ON A WORLD MAP SUCH AS THE 20 LARGEST METROPOLITAN AREAS IN THE WORLD OR THE GREAT WALL OF CHINA.** CORE 29 **EXPLAIN WAYS IN WHICH TECHNOLOGICAL DEVELOPMENT CONTRIBUTES TO EXTENSIVE USE OF ENVIRONMENTS NOT USED IN TIMES PAST, SUCH AS DESERTS, SWAMPS, THE SEA BED, AND TROPICAL RAIN FORESTS.**	* Divide students into groups. Assign each group an Eastern European country. Each group will do oral presentations using visual aids, etc., showing how their country has moved from communism to a form of the free market system. * NAFTA. Have students research this new commercial relationship between the United States, Canada, and Mexico. Design a cooperative activity to use this information. * Divide into groups. Assign each group a specific alliance (military, political, or economic) such as the EC, NATO, WARSAW PACT, OPEC, etc., and have them report on the original purposes of the alliances with and any changes that have occurred during the 1990's. *Note:* The contemporary period would lend itself to the creation of thematic units. Examples: An Environmental Topic: * "Water" * "Rain Forests" * "The New Europe" * "Middle East in Transition" * "Islam" * " Demographic Changes" * "Urban Problems"
ECONOMICS	**UNDERSTAND MODERN ECONOMIC EXCHANGE SYSTEMS.**	CORE 32 **DESCRIBE THE REVIVAL OF WESTERN EUROPE THROUGH THE COMMON MARKET, ASSESSING THE POSITION OF WESTERN EUROPE IN THE WORLD TODAY.** CORE 33 **EXAMINE THE REASONS FOR JAPANESE ECONOMIC DEVELOPMENT AFTER WORLD WAR II.** CORE 35 **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.**	

Course: World History
Topic: Contemporary Global Events and Issues

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
SOCIAL AND POLITICAL SYSTEMS	**UNDERSTAND THE REALITY OF GLOBAL ECONOMIC INTERDEPENDENCE.**	**CORE 45** **IDENTIFY CHANGES IN THE NATURE OF INTERNATIONAL PARTNERSHIPS AND ALLIANCES IN THE 1990'S SUCH AS THE EUROPEAN COMMUNITY, NATO, AND THE ORGANIZATIONS OF PETROLEUM EXPORTING COUNTRIES.**	

The Social Studies Curriculum Structure

UNITED STATES HISTORY FROM 1877

The student will understand the major turning points in United States History from 1877 to the present.

History

The student will understand links to the American past.

01. Review major principles and developments in United States history from the colonial period to the 1870s (example: the Colonial period, the Federal period, Jeffersonian/Jacksonian democracy, and the Civil War era).

The student will understand the time and chronology of modern international events.

02. Examine the nation's mobilization and participation in World War I.

The student will understand the cause and effect of modern international events.

03. Identify the reasons for the United States entry into World War I.

04. Evaluate the causes and effects of the Great Depression.

05. Trace the sequence of events leading to World War II.

06. Explain the United States policy of neutrality.

07. Recognize the structural organization of the United Nations.

The student will understand post-World War II domestic events in the United States.

08. Identify one or more major events or achievements in the Presidential administrations of Eisenhower, Kennedy, Nixon, Ford, Johnson, Carter, Reagan, and Bush.

Geography

The student will understand human environmental interaction in America today.

09. Recognize the environment as a dimension that affects all aspects of our lives (example: physical, biological, social and cultural).

10. Recognize that we are all part of the biosphere and are supported by it, as it is the sole source of food, energy, and shelter.

11. Recognize that people are capable of reducing and reversing their negative impact on the environment because they can think, plan, and educate.

12. Analyze human migration to urban centers since World War II.

The student will demonstrate an ability to locate geographical sites.

13. Locate on a world map the United States and its acquisitions by 1900 (Alaska, Hawaii, Puerto Rico, Philippines, and Samoa).

14. Identify the fifty states on an outline map.

15. Analyze how changing characteristics can alter a regional landscape using examples such as the Sun Belt and the Rust Belt.

16. Evaluate how technological change makes distance easier to overcome.

17. Analyze causes and consequences of migration of particular groups, as in the migration of ethnic groups or trained

individuals with specific work skills from one region to another.

18. Locate on a world map the "Hot Spot" areas of confrontation during the "Cold War" era.

19. Locate on a map the member nations of the Organization of the American States.

20. Locate on a map of the Korean peninsula these places: Asia, 38th parallel, Seoul, Yalu River, Pusan, Inchon, China, and Japan.

21. Locate on a map of Southeast Asia these places as they relate to the Vietnam War: 17th parallel, Saigon, Hanoi, Cambodia, Laos, Thailand, Gulf of Tonkin, and Ho Chi Minh Trail.

Economics

The student will understand national economic changes.

22. Assess the role of the industrial leaders of the Industrial Age.

23. Examine economic reform of the progressive movement.

24. Analyze the New Deal relief, recovery, and reform legislation.

25. Analyze the growth of American economic power since World War II.

26. Analyze the development of transportation and communication systems which have transformed American life.

Social and Political Systems

The student will understand various types of government.

27. Describe characteristics of totalitarian governments that have led to conflicts with the United States.

The student will understand various political movements within the nation.

28. Examine humanitarian and political reforms of the progressive movement.

29. Examine the impact of the Populist Party on reform and the political party system.

The student will understand the reality of global interdependence.

30. Examine the causes and effects of American imperialism.

31. Analyze the effects of Big Stick, Dollar Diplomacy and Wilsonian Diplomacy on U.S.-Latin American relations.

32. Examine the evolution of the containment policy.

Culture

The student will understand changes in cultural issues.

33. Analyze a major social issue (example: drug abuse, teenage pregnancy, or the spread of AIDS).

34. Analyze the artistic expression of the changes in modern America.

Citizenship

The student will understand the changing perspective of human rights.

35. Examine the impact of the Civil Rights movement.

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Senior High/United States History From 1877
Topic: Review Links to the American Past

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND LINKS TO THE AMERICAN PAST.	CORE 1 REVIEW MAJOR PRINCIPLES AND DEVELOPMENTS IN UNITED STATES HISTORY FROM THE COLONIAL PERIOD OF THE 1870'S (EXAMPLE: THE COLONIAL PERIOD, THE FEDERAL PERIOD, JEFFERSONIAN/ JACKSONIAN DEMOCRACY, AND THE CIVIL WAR ERA).	* Create an illustrated time line from Pre-European history to 1877. (Groups of three or four.) * Draw a physical or political map of the United States. Create an activity for using the map.
GEOGRAPHY	DEMONSTRATE AN ABILITY TO LOCATE GEOGRAPHICAL SITES.	CORE 14 IDENTIFY THE FIFTY STATES ON AN OUTLINE MAP.	

Course: Senior High/The United States History From 1877
Topic: The Industrial Age

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
GEOGRAPHY	UNDERSTAND HUMAN ENVIRONMENTAL INTERACTION OF AMERICA TODAY. DEMONSTRATE ABILITY TO LOCATE GEOGRAPHICAL SITES.	CORE 9 RECOGNIZE THE ENVIRONMENT AS A DIMENSION THAT AFFECTS ALL ASPECTS OF OUR LIVES. CORE 14 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 16 EVALUATE HOW TECHNOLOGICAL CHANGE MAKE DISTANCE EASIER TO OVERCOME.	* Group simulation of Western settlers. (Cattlemen, miners, farmers, Native Americans, railroad men.) * Create a large map depicting the location of cattle trails/towns, mining towns, Indian territories, and railroads of the Great West. * Begin a large wall map and place a likeness or the name of a president onto the birthplace on the map. * Write an essay on the topic: "The Captains of Industry Were Industrial Statesmen/Robber Barons." * Have the students learn and sing the songs of the era. * Choose a modern day businessman and compare/contrast with one of the Captains of Industry.
ECONOMICS	UNDERSTAND NATIONAL ECONOMIC CHANGE.	CORE 22 ASSESS THE ROLE OF THE INDUSTRIAL LEADERS OF THE INDUSTRIAL AGE. CORE 26 ANALYZE THE DEVELOPMENT OF TRANSPORTATION AND COMMUNICATION SYSTEMS WHICH HAVE TRANSFORMED AMERICAN LIFE.	

Course: Senior High/The United States History From 1877
Topic: The Industrial Age

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
SOCIAL AND POLITICAL SYSTEMS	**UNDERSTAND VARIOUS POLITICAL MOVEMENTS WITHIN THE NATION.**	**CORE 29** **EXAMINE THE IMPACT OF THE POPULIST PARTY ON REFORM AND THE POLITICAL PARTY SYSTEM.**	
CULTURE	**UNDERSTAND CHANGES IN CULTURAL ISSUES.**	**CORE 34** **ANALYZE THE ARTISTIC EXPRESSION OF THE CHANGES IN MODERN AMERICA.**	

Course: Senior High/The United States History From 1877
Topic: Imperialism

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	DEMONSTRATE AN ABILITY TO LOCATE GEOGRAPHICAL SITES.	CORE 13 LOCATE ON A MAP THE UNITED STATES AND ITS ACQUISITIONS BY 1900 (ALASKA, HAWAII, PUERTO RICO, PHILIPPINES, AND SAMOA). CORE 16 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 26 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Organize students into groups of four to debate the following issue: "Resolved: Imperialism - Right or Wrong." • Divide class into groups that represent the object of United States imperialism - Panama, Guam, Philippines, Puerto Rico, Cuba, and Hawaii. Each group reports to the class the effects of imperialism in their country - then and now. For global interest, groups may use a world time zone map and set their watches to that time for a few days.
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND THE REALITY OF GLOBAL INTERDEPENDENCE.	CORE 30 EXAMINE THE CAUSES AND EFFECTS OF AMERICAN IMPERIALISM. CORE 31 ANALYZE THE EFFECTS OF BIG STICK, DOLLAR DIPLOMACY, AND WILSON DIPLOMACY ON UNITED STATES - LATIN AMERICAN RELATIONS.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Senior High/The United States History From 1877
Topic: World War I and The 1920's

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE TIME AND CHRONOLOGY OF MODERN INTERNATIONAL EVENTS. UNDERSTAND THE CAUSE AND EFFECT OF MODERN INTERNATIONAL EVENTS.	CORE 2 EXAMINE THE NATION'S MOBILIZATION AND PARTICIPATION IN WORLD WAR I. CORE 3 IDENTIFY THE REASONS FOR THE UNITED STATES ENTRY INTO WORLD WAR I.	• Write an essay on "How I Would Have Reacted to the Draft As A Conscientious Objector." (A possible follow-up to video on Sargent York.) • Organize students into groups of four to debate the following issue. Resolved: The United States Did Not Retain Its Policy of Neutrality. • Have students learn and sing songs of the era. • Using groups, have students write and produce a "silent movie" such as "Perils of Pauline" or "Great Train Robbery" or their own original. • Using an outline map of the world, locate the countries involved in World War I. • Make a scrapbook collecting items from the 1920's. (Sports, gangsters, entertainment, transportation, communication, literature, etc.)
GEOGRAPHY	DEMONSTRATE AN ABILITY TO LOCATE GEOGRAPHICAL SITES.	CORE 16 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 17 ANALYZE CAUSES AND CONSEQUENCES OF MIGRATION OF PARTICULAR GROUPS AS IN MIGRATION OF ETHNIC GROUPS OR TRAINED INDIVIDUALS WITH SPECIFIC WORK SKILLS FROM ONE REGION TO ANOTHER.	
ECONOMICS	UNDERSTAND NATIONAL ECONOMIC CHANGES.	CORE 26 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND CHANGES IN CULTURAL ISSUES.	CORE 34 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Course: Senior High/The United States History From 1877
Topic: The Great Depression and The New Deal

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND THE CAUSE AND EFFECT OF MODERN INTERNATIONAL EVENTS.	CORE 4 EVALUATE THE CAUSE AND EFFECTS OF THE GREAT DEPRESSION.	• Invite senior citizens to class for panel discussion on the Great Depression. • Have students interview a family member who is a senior citizen and lived through the Great Depression. • Organize walking tour of your town emphasizing the history of the buildings and origin of street names. • Write an essay on the "Impact of the New Deal."
GEOGRAPHY	UNDERSTAND HUMAN ENVIRONMENTAL INTERACTION IN AMERICA TODAY.	CORE 9 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 11 RECOGNIZE THAT PEOPLE ARE CAPABLE OF REDUCING AND REVERSING THEIR NEGATIVE IMPACT ON THE ENVIRONMENT BECAUSE THEY CAN THINK, PLAN, AND EDUCATE.	
	DEMONSTRATE AN ABILITY TO LOCATE GEOGRAPHICAL SITES.	CORE 17 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
ECONOMICS	UNDERSTAND NATIONAL ECONOMIC CHANGES.	CORE 24 ANALYZE THE NEW DEAL RELIEF, RECOVERY, AND REFORM LEGISLATION.	
CULTURE	UNDERSTAND CHANGES IN CULTURAL ISSUES.	CORE 34 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Senior High/The United States History From 1877
Topic: World War II and Its Aftermath

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND THE CAUSE AND EFFECT OF MODERN INTERNATIONAL EVENTS.	CORE 5 TRACE THE SEQUENCE OF EVENTS LEADING TO WORLD WAR II. CORE 6 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Divide class into groups each representing a specific element of the war, and do one of/or all of the following: poster, overhead transparency, or oral presentation. (Groups would be military - Black Americans - women - Jews in Europe - Chinese - Women on the homefront - interned Japanese.) • Display flags of the original members of the United Nations. Throughout the school year add flag of additional members. • Draw map of the changes of European countries as a result of World War II.
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND VARIOUS TYPES OF GOVERNMENT.	CORE 27 DESCRIBE CHARACTERISTICS OF TOTALITARIAN GOVERNMENTS THAT HAVE LED TO CONFLICTS WITH THE UNITED STATES.	
GEOGRAPHY	UNDERSTAND HUMAN ENVIRONMENTAL INTERACTION IN AMERICA TODAY.	CORE 12 ANALYZE HUMAN MIGRATION TO URBAN CENTERS SINCE WORLD WAR II.	
ECONOMICS	UNDERSTAND NATIONAL ECONOMIC CHANGES.	CORE 25 ANALYZE THE GROWTH OF AMERICAN ECONOMIC POWER SINCE WORLD WAR II.	

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Senior High/The United States History From 1877
Topic: The Cold War

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
HISTORY	UNDERSTAND CAUSE AND EFFECT OF MODERN INTERNATIONAL EVENTS.	CORE 7 RECOGNIZE THE STRUCTURAL ORGANIZATION OF THE UNITED NATIONS.	• Design an effective and well-equipped air raid shelter to be used in case of nuclear war. • Suggested movies for use: • "On the Beach" • "Fail - Safe" • "Dr. Strangelove" • "Manchurian Candidate" • "Fear on Trial" • Learn and sing music of the era. • Write a letter to one another defending communism or capitalism.
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND VARIOUS TYPES OF GOVERNMENT.	CORE 27 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND THE REALITY OF GLOBAL INTERDEPENDENCE.	CORE 32 EXAMINE THE EVOLUTION OF THE CONTAINMENT POLICY.	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE CHANGING PERSPECTIVE OF HUMAN RIGHTS.	CORE 18 LOCATE ON A WORLD MAP THE "HOT SPOT" AREAS OF CONFRONTATION DURING THE "COLD WAR" ERA. CORE 19 LOCATE ON A MAP THE MEMBER NATIONS OF THE ORGANIZATION OF THE AMERICAN STATES.	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Senior High/The United States History From 1877
Topic: Continuity and Change: 1960's - Present

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	UNDERSTAND HUMAN ENVIRONMENTAL INTERACTION IN AMERICA TODAY. DEMONSTRATE AN ABILITY TO LOCATE GEOGRAPHICAL SITES.	CORE 9 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 10 RECOGNIZE THAT WE ARE ALL PART OF THE BIOSPHERE AND ARE SUPPORTED BY IT, AS IT IS THE SOLE SOURCE OF FOOD, ENERGY, AND SHELTER. CORE 11 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 12 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 14, 16, AND 17 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 15 ANALYZE HOW CHANGING CHARACTERISTICS CAN ALTER A REGIONAL LANDSCAPE USING EXAMPLES SUCH AS THE SUN BELT AND THE RUST BELT. CORE 20 LOCATE ON A MAP OF THE KOREAN PENINSULA THESE PLACES: ASIA, 38TH PARALLEL, SEOUL, YALA RIVER, PUSAN, INCHON, CHINA, AND JAPAN. CORE 21 LOCATE ON A MAP OF SOUTHEAST ASIA THESE PLACES AS THEY RELATE TO THE VIETNAM WAR: 17TH PARALLEL, SAIGON, HANOI, CAMBODIA, LAOS, THAILAND, GULF OF TONKIN, AND HO CHI MINH TRAIL.	• Role play the part of a famous personality and conduct an interview . *Suggested Areas* Civil Rights: Rosa Parks, Linda Brown, James Meredith, Malcolm X, and Dr. Martin Luther King, Jr., etc. Politics: John Kennedy, L.B. Johnson, and Richard Nixon. Culture: Betty Friedan; Jane Fonda; Peter, Paul, and Mary; James Brown; Smokey Robinson. • Write letters to soldiers or act as soldiers. • As a group, make a scale model of the Vietnam War Memorial. • Research events that happened on the exact date of students' birth. Make a class calendar. (1970's) • Learn and sing or listen to the music of the era. • Compare/contrast the fads/fashion of the 1970's - 1990's. *Suggestions* Dress Dolls Scrapbook Popsicle Puppets • Have students write an essay on "The Evolution of American Foreign Policy Since Vietnam." • Draw a map of Communist countries and Non-Communist countries before 1992.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Senior High/The United States History From 1877
Topic: Continuity and Change: 1960's - Present

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	UNDERSTAND POST-WORLD WAR II DOMESTIC EVENTS IN THE UNITED STATES.	CORE 8 IDENTIFY ONE OR MORE MAJOR EVENTS OR ACHIEVEMENTS IN THE PRESIDENTIAL ADMINISTRATIONS OF EISENHOWER, KENNEDY, NIXON, FORD, JOHNSON, CARTER, REAGAN, AND BUSH.	• Draw map of post 1992 communist and non-communist countries. • Construct a graph or chart showing the spread of AIDS since its identification to the present. • Have students create a questionnaire and conduct a poll on major social issues. (Example: drug abuse, teen pregnancy, AIDS, weapons in schools, etc.)
ECONOMICS	UNDERSTAND NATIONAL ECONOMIC CHANGES.	CORE 25 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 26 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND VARIOUS TYPES OF GOVERNMENT.	CORE 27 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
	UNDERSTAND THE REALITY OF GLOBAL INTERDEPENDENCE.	CORE 32 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	
CULTURE	UNDERSTAND CHANGES IN CULTURAL ISSUES.	CORE 33 ANALYZE A MAJOR SOCIAL ISSUE. (EXAMPLE: DRUG ABUSE, TEENAGE PREGNANCY, OR THE SPREAD OF AIDS.)	
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND THE CHANGING PERSPECTIVE OF HUMAN RIGHTS.	CORE 35 EXAMINE THE IMPACT OF THE CIVIL RIGHTS MOVEMENT.	

The Social Studies Curriculum Structure

UNITED STATES GOVERNMENT

The student will be ready to vote, to reflect on the responsibilities of citizenship, and to participate in community affairs.

History

The student will review the development of democracy and compare it to other forms of government.

01. Review the historical development of the United States Government:

- State the basic principles and values found in the Declaration of Independence
- Identify the strengths and weaknesses of the government under the Articles of Confederation
- Discuss the compromises reached during the writing of the Constitution
- Identify several important issues raised in the Federalist Papers.

02. Review changes in interpretation of the Constitution during the Civil War and Civil Rights movement.

Geography

The student will understand the role of human environmental interaction.

03. Demonstrate an understanding of how citizens can make a difference in our society in dealing with problems (example: the environment).

Social and Political Systems

The student will understand precedent in law.

04. Relate significant court cases pertaining to basic civil freedoms.

The student will understand differences in various political systems.

05. Define government.

06. Classify types of government:

- According to the territorial (geographic) distribution of powers (unitary/federal/confederate)
- According to the functional (relationship between the chief executive and legislature) distribution of powers (President/Parliament)
- According to the degree of popular participation in the ruling process (democratic/authoritarian).

National Identity/Citizenship

The student will understand American democratic principles.

07. Outline the structure of the United States Constitution:

- Interpret the Preamble
- Identify the subject-matter of each of the seven Articles
- Identify the subject-matter of each of the 26 amendments.

08. Identify the principles of the United States Constitution:

- Define Popular Sovereignty
- Limited government
- Separation of powers
- Checks and balances
- Judicial Review
- Federalism
- Individual liberties.

09. Discuss the Constitutional guarantees and protection of Civil Liberties:

- list civil liberties which are guaranteed in the amendments to the Constitution
- discuss the principles of Equal Protection and Due Process of Law.

10. Describe the organization and structure of the United States Government:

- List the three branches of government
- Identify the two Houses of Congress
- State the number of United States Senators and Representatives
- State the number of terms of United States Senators and Representatives
- Describe how a bill becomes a law.

11. Identify the powers of the president.

12. State the main duty of the judicial branch.

- Describe the organization and membership of the federal judiciary.

The student will understand democratic behavior from a personal perspective.

13. Describe the Political Process:

- List qualifications for voting in Mississippi
- Describe the nomination, campaign and election procedures
- Explain the electoral college system
- Study the ways in which individuals can become participatory citizens through voting, jury service, volunteerism, and involvement in community organizations.
- Volunteer for community service in the school and community or research and write about community service the student would like to do.

Course: United States Government
Topic: Historical Development of Democracy

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	REVIEW THE DEVELOPMENT OF DEMOCRACY AND COMPARE IT TO OTHER FORMS OF GOVERNMENT.	CORE 1 REVIEW THE HISTORICAL DEVELOPMENT OF THE UNITED STATES GOVERNMENT. • STATE THE BASIC PRINCIPLES AND VALUES FOUND IN THE DECLARATION OF INDEPENDENCE. • IDENTIFY THE STRENGTHS AND WEAKNESSES OF THE GOVERNMENT UNDER THE ARTICLES OF CONFEDERATION. • DISCUSS THE COMPROMISES REACHED DURING THE WRITING OF THE CONSTITUTION. • IDENTIFY SEVERAL IMPORTANT ISSUES RAISED IN THE FEDERALIST PAPERS.	• Make comparative charts of types of government. • Construct a time-line of events affecting U.S. Government from 1754-1789. This activity could be developed further for higher order thinking skills. What was the effect? Were decisions made that specifically affected outcome? Make different decisions. How might the outcomes be changed? This becomes a cooperative activity if the students are divided into groups with assignments of responsibilities as a group and as individuals within the group. • Write an essay or debate on the topic "The U.S. Constitution Is/Is Not A Legal Document." • Role play the leaders of the American Revolution, Writers of the U.S. Constitution, etc. • Debate the arguments of the Federalists v. The Anti-Federalists.
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND DIFFERENCES IN VARIOUS POLITICAL SYSTEMS.	CORE 5 DEFINE GOVERNMENT. CORE 6 CLASSIFY TYPES OF GOVERNMENT. • ACCORDING TO THE TERRITORIAL (GEOGRAPHIC) DISTRIBUTION OF POWERS (UNITARY/FEDERAL/CONFEDERATE). • ACCORDING TO THE FUNCTIONAL (RELATIONSHIP BETWEEN THE CHIEF EXECUTIVE AND LEGISLATURE) DISTRIBUTION OF POWERS (PRESIDENT/PARLIAMENT).	

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: United States Government
Topic: Historical Development of Democracy

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
SOCIAL AND POLITICAL SYSTEMS		• **ACCORDING TO THE DEGREE OF POPULAR PARTICIPATION IN THE RULING PROCESS (DEMOCRATIC/ AUTHORITARIAN).**	

Course: United States Government
Topic: Principles of The American Constitution

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
NATIONAL IDENTITY/ CITIZENSHIP	**UNDERSTAND AMERICAN DEMOCRATIC PRINCIPLES.**	**CORE 7** **OUTLINE THE STRUCTURE OF THE UNITED STATES CONSTITUTION.** **• INTERPRET THE PREAMBLE.** **• IDENTIFY THE SUBJECT-MATTER OF EACH OF THE SEVEN ARTICLES.** **• IDENTIFY THE SUBJECT-MATTER OF EACH OF THE 26 AMENDMENTS.** **CORE 8** **IDENTIFY THE PRINCIPLES OF THE UNITED STATES CONSTITUTION.** **• DEFINE POPULAR SOVEREIGNTY** **• LIMITED GOVERNMENT** **• SEPARATION OF POWER** **• CHECKS AND BALANCES** **• JUDICIAL REVIEW** **• FEDERALISM** **• INDIVIDUAL LIBERTIES** **CORE 10** **DESCRIBE THE ORGANIZATION AND STRUCTURE OF THE UNITED STATES GOVERNMENT:** **• LIST THE THREE BRANCHES OF GOVERNMENT.** **• IDENTIFY THE TWO HOUSES OF CONGRESS.** **• STATE THE NUMBER OF UNITED STATES SENATORS AND REPRESENTATIVES.**	• Organize class into groups to debate the major plans proposed at the Constitutional Convention (Virginia Plan, New Jersey Plan). • In groups, construct posters of the major compromises reached at the Constitutional Convention. • Construct charts of the Checks and Balances System.

Course: United States Government
Topic: Principles of The American Constitution

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
NATIONAL IDENTITY/ CITIZENSHIP		• STATE THE NUMBER OF TERMS OF UNITED STATES SENATORS AND REPRESENTATIVES. • DESCRIBE HOW A BILL BECOMES A LAW.	

Course: United State Government
Topic: *The American Political Process*

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND DEMOCRATIC BEHAVIOR FROM A PERSONAL PERSPECTIVE.	CORE 13 DESCRIBE THE POLITICAL PROCESS. • LIST QUALIFICATIONS FOR VOTING IN MISSISSIPPI. • DESCRIBE THE NOMINATION, CAMPAIGN AND ELECTION PROCEDURES. • EXPLAIN THE ELECTORAL COLLEGE SYSTEM. • STUDY THE WAYS IN WHICH INDIVIDUALS CAN BECOME PARTICIPATORY CITIZENS THROUGH VOTING, JURY SERVICE, VOLUNTEERISM, AND INVOLVEMENT IN COMMUNITY ORGANIZATIONS. • VOLUNTEER FOR COMMUNITY SERVICE IN THE SCHOOL AND COMMUNITY OR RESEARCH AND WRITE ABOUT COMMUNITY SERVICE THE STUDENT WOULD LIKE TO DO.	• Take a field trip to a voting precinct; courthouse; etc., for information on voting. (Example: registration; use of machines.) • Let students organize a mock election. Simulate process from campaigning - voting - election. (Make posters, speeches, etc.) • Have students write letters to congressmen giving their opinions or asking information about important societal problems (such as the environment). • Study the terminology and techniques of cartoons and caricatures. Have students draw cartoons of current social and/or environmental issues. • Service learning projects can be integrated into a unit.
GEOGRAPHY	UNDERSTAND THE ROLE OF HUMAN ENVIRONMENTAL INTERACTION.	CORE 3 DEMONSTRATE AN UNDERSTANDING OF HOW CITIZENS CAN MAKE A DIFFERENCE IN OUR SOCIETY IN DEALING WITH PROBLEMS. (EXAMPLE: THE ENVIRONMENT.)	

Course: United States Government
Topic: Organization and Structure of United States Government

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
NATIONAL IDENTITY/ CITIZENSHIP	**UNDERSTAND THE AMERICAN DEMOCRATIC PRINCIPLES.**	**CORE 8 AND 10** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 11** **IDENTIFY THE POWERS OF THE PRESIDENT.** **CORE 12** **STATE THE MAIN DUTY OF THE JUDICIAL BRANCH.** **• DESCRIBE THE ORGANIZATION AND MEMBERSHIP OF THE FEDERAL JUDICIARY.**	• Organize class into groups to prepare descriptive charts of the three branches of the United States Government. • Role play how a bill becomes a law. (Have students pass a bill through both Houses of Congress.) • Write short essays or debate on the following: • "The members of Congress are/are not a representative cross-section of the American population." • "Liberal v. Strict Construction" - The True Intent of the Founding Fathers." • Select a court issue. Role play the court decisions during different time periods to illustrate the changing court.

Course: United States Government
Topic: Fundamental Freedoms: Civil Rights and Protection for the Accused

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
HISTORY	REVIEW THE DEVELOPMENT OF DEMOCRACY AND COMPARE IT TO OTHER FORMS OF GOVERNMENT.	CORE 2 REVIEW CHANGES OF INTERPRETATION OF THE CONSTITUTION DURING THE CIVIL WAR AND CIVIL RIGHTS MOVEMENT.	• Invite public speakers such as lawyers, civil rights activists, etc., to speak to students on topics relating to civil and/or criminal rights. • Write summaries of major Supreme Court cases dealing with civil rights and protection for the accused. • Debate controversial topics such as: • Pro-choice v. Pro-Life • Affirmative Action v. Free Choice • Public v. Private Health Care • Freedom of Speech v. Obscenity *(Others to be added at discretion of teachers.)* • Make posters, etc., depicting views pros or cons on issues similar to those mentioned above. • Divide class into groups. Groups will write a constitutional amendment, present to class, and justify it. • Construct a wall mural depicting the Bill of Rights to be displayed publicly. • Using the newspaper find articles related to any of the 26 Amendments. Clip the articles and paste on a sheet of paper. Underneath identify the related amendment. Write a brief summary of its impact or write a dramatic presentation depicting the impact.
NATIONAL IDENTITY/ CITIZENSHIP	UNDERSTAND AMERICAN DEMOCRATIC PRINCIPLES.	CORE 7 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 9 DISCUSS THE CONSTITUTIONAL GUARANTEE'S AND PROTECTION OF CIVIL LIBERTIES. • LIST CIVIL LIBERTIES WHICH ARE GUARANTEED IN THE AMENDMENTS TO THE CONSTITUTION. • DISCUSS THE PRINCIPLES OF EQUAL PROTECTION AND DUE PROCESS OF LAW.	
SOCIAL AND POLITICAL SYSTEMS	UNDERSTAND PRECEDENT IN LAW.	CORE 4 RELATE SIGNIFICANT COURT CASES PERTAINING TO BASIC CIVIL FREEDOMS.	
GEOGRAPHY	UNDERSTAND THE ROLE OF HUMAN ENVIRONMENTAL INTERACTION.	CORE 3 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	

The Social Studies Curriculum Structure

ECONOMICS

The student will understand the American economic system.

Economics

The student will understand basic economic concepts.

01. Define economics and the basic economic problem.

The student will understand the free enterprise system.

02. Define the factors of production.

03. Identify four fundamental principles of free enterprise.

- Define the role of private property in a free enterprise system.
- Define the role of profit motive in a free enterprise system.

04. Define the role of competition in a free enterprise system.

05. Define the role of sanctity of contract in a free enterprise system.

The student will understand the economic issues related to recycling.

06. Understand the financial reward of the profit motive which plays an indispensable role in making recycling happen.

The student will understand the economic issues related to supply and demand.

07. Analyze the behaviors of the consumer and the producer in a market economy and their impact on price.

08. Describe the tendency of the consumer (Law of demand).

09. Describe the tendency of the producer (Law of supply).

10. Construct a demand schedule.

11. Construct a supply schedule.

12. Graph demand and supply schedules.

13. Determine equilibrium price.

The student will understand the economic issues related to market economy.

14. Identify the levels of competition in a market economy.

15. Identify at least four characteristics of pure competition.

16. Identify at least four characteristics of monopoly.

17. Identify at least four characteristics of oligarchy.

18. Identify at least four characteristics of monopolistic competition.

The student will understand the economic issues related to business organizations.

19. Identify each of the three basic types of business organizations.

20. Identify advantages and disadvantages of sole proprietorships.

21. Identify advantages and disadvantages of partnership.

22. Identify advantages and disadvantages of corporations.

The student will understand the economic issues related to organized labor.

23. Evaluate the role of organized labor in the United States economy.

24. Define classifications of labor.

25. Define types of labor in Union arrangements.

26. Evaluate labor-management conflict resolution.

The student will understand the economic issues related to GNP.

27. Interpret measures of economic growth and stability.

28. Define GNP.

29. Examine the relationship between the GNP per capita and energy consumption per capita.

30. Define unemployment rate.

31. Interpret the phases of the business cycle.

32. Define productivity.

The student will understand the economic issues related to government.

33. Analyze the government's efforts to promote economic growth and stability through its monetary and fiscal policies.

34. Define monetary policy.

35. Define fiscal policy.

36. Outline the organization of the Federal Reserve system.

37. Determine how the Federal Reserve System could use the Discount Rate, Reserve Requirement, and Open Market Securities Operations to combat recession.

38. Characterize economic decision-making in market, command, and traditional economies.

The student will understand economic issues related to geography.

39. Identify criteria and choose appropriate maps needed to make a complex location decision as in identifying potential global markets for a particular product.

40. Evaluate the comparative success of competing regions in the world economy.

Resource Guide for Use in the Implementation of
Mississippi Social Studies Curriculum

Course: Economics
Topic: Basic Economic Concepts

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS. UNDERSTAND THE FREE ENTERPRISE SYSTEM.	CORE 1 DEFINE ECONOMICS AND THE BASIC ECONOMIC PROBLEM. CORE 2 DEFINE THE FACTORS OF PRODUCTION. CORE 3 IDENTIFY FOUR FUNDAMENTAL PRINCIPLES OF FREE ENTERPRISE. CORE 4 DEFINE THE ROLE OF COMPETITION IN A FREE ENTERPRISE SYSTEM. CORE 5 DEFINE THE ROLE OF SANCTITY OF CONTRACT IN A FREE ENTERPRISE SYSTEM.	• Have students compare available resources of their home counties with resources of other Mississippi counties. • Organize activities/games to distinguish between "needs" and "wants." • Invite a speaker from a local industry or business to discuss the pros and cons of the American free enterprise system.

Course: Economics
Topic: Supply and Demand

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	UNDERSTAND BASIC ECONOMIC CONCEPTS. UNDERSTAND THE ECONOMIC ISSUES RELATED TO SUPPLY AND DEMAND.	CORE 1 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 7 ANALYZE THE BEHAVIORS OF THE CONSUMERS AND THE PRODUCERS IN A MARKET ECONOMY AND THEIR IMPACT ON PRICE. CORE 8 DESCRIBE THE TENDENCY OF THE CONSUMER. (LAW OF DEMAND) CORE 9 DESCRIBE THE TENDENCY OF THE PRODUCER. (LAW OF SUPPLY) CORE 10 CONSTRUCT A DEMAND SCHEDULE. CORE 11 CONSTRUCT A SUPPLY SCHEDULE. CORE 12 GRAPH DEMAND AND SUPPLY SCHEDULES. CORE 13 DETERMINE EQUILIBRIUM PRICE.	• Students will be given demand and supply data on a random form and will organize the data into formal demand and supply schedules. Using the newly created schedules, the students will then create supply and demand graphs and finally will find the equilibrium price for the good(s) under consideration. • Keep a record of each day's economic activities for a week and then analyze this data to see what trend was followed based on demand and supply.

Course: Economics
Topic: Market Systems

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
ECONOMICS	UNDERSTAND THE FREE ENTERPRISE SYSTEM.	CORE 4 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	* Invite an industrialist to class whose company is involved in a recycling program .
	UNDERSTAND THE ECONOMIC ISSUES RELATED TO RECYCLING.	CORE 6 UNDERSTAND THE FINANCIAL REWARD OF THE PROFIT MOTIVE WHICH PLAYS AN INDISPENSABLE ROLE IN MAKING RECYCLING HAPPEN.	* Begin a recycling program at school. * Compose a chart comparing or contrasting the major characteristics of each form of competition.
	UNDERSTAND THE ECONOMIC ISSUES RELATED TO SUPPLY AND DEMAND.	CORE 12 AND 13 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	* Students will find examples of local industries which fall under the headings of oligopoly and monopolistic systems.
	UNDERSTAND THE ECONOMIC ISSUES RELATED TO MARKET ECONOMY.	CORE 14 IDENTIFY THE LEVELS OF COMPETITION IN A MARKET ECONOMY.	* Prepare a comparison chart on how each system derives its prices for goods produced.
		CORE 15 IDENTIFY AT LEAST FOUR CHARACTERISTICS OF PURE COMPETITION.	
		CORE 16 IDENTIFY AT LEAST FOUR CHARACTERISTICS OF MONOPOLY.	
		CORE 17 IDENTIFY AT LEAST FOUR CHARACTERISTICS OF OLIGOPOLY.	Note: Core 17 in the curriculum structure should read oligopoly not oligarchy.
		CORE 18 IDENTIFY AT LEAST FOUR CHARACTERISTICS OF MONOPOLISTIC COMPETITION.	

Course: Economics
Topic: Economic Indicators

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
ECONOMICS	**UNDERSTAND BASIC ECONOMIC CONCEPTS.** **UNDERSTAND THE ECONOMIC ISSUES RELATED TO GNP.**	**CORE 1** **CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.** **CORE 27** **INTERPRET MEASURES OF ECONOMIC GROWTH AND STABILITY.** **CORE 28** **DEFINE GNP (GROSS NATIONAL PRODUCT).** **CORE 29** **EXAMINE THE RELATIONSHIP BETWEEN THE GNP PER CAPITA AND ENERGY CONSUMPTION PER CAPITA.** **CORE 30** **DEFINE UNEMPLOYMENT RATE.** **CORE 31** **INTERPRET THE PHASES OF THE BUSINESS CYCLE.**	* Using the period of the Great Depression, trace the economy through the various phases of the business cycle. Role play the effects on different groups of people. * Research current GNP and compare it to GNP's of past years. * Research unemployment rate. Compose an essay as to what could be causing the unemployment and what solutions students would propose to correct the problem or divide into cooperative groups to propose solution. * Compare U.S. GNP with the GNP of foreign nations.

Resource Guide for Use in the Implementation of Mississippi Social Studies Curriculum

Course: Economics
Topic: The Government's Role in the Economy

Strand	Strand Objective	Content Objective	Suggested Teaching Strategies
	(The Student Will)	(The Student Will)	
GEOGRAPHY	UNDERSTAND BASIC ECONOMIC CONCEPTS. UNDERSTAND THE ECONOMIC ISSUES RELATED TO GNP. UNDERSTAND THE ECONOMIC ISSUES RELATED TO GOVERNMENT.	CORE 1 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 27, 30, AND 31 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC. CORE 33 ANALYZE THE GOVERNMENT'S EFFORTS TO PROMOTE ECONOMIC GROWTH AND STABILITY THROUGH ITS MONETARY AND FISCAL POLICIES. CORE 34 DEFINE MONETARY POLICY. CORE 35 DEFINE FISCAL POLICY. CORE 36 OUTLINE THE ORGANIZATION OF THE FEDERAL RESERVE SYSTEM. CORE 37 DETERMINE HOW THE FEDERAL RESERVE SYSTEM COULD USE THE DISCOUNT RATE, RESERVE REQUIREMENT, AND OPEN MARKET SECURITIES OPERATION TO COMBAT RECESSION.	• Research current fiscal monetary policies of U.S. government. • Invite a local banker to speak on the role of the FED in the operation of commercial banks. Have students divide into groups with a specific area of concentration or question to be answered through the speaker's presentation. • Keep a journal on effectiveness of FED policies involving interest rates and money in circulation. • Research pre-industrial societies and compare to industrial societies in relation to economic questions of what, how, and whom. • Divide students into three groups for oral presentation on the three methods for economic decision-making.

Course: Economics
Topic: Business Organizations

Strand	Strand Objective (The Student Will)	Content Objective (The Student Will)	Suggested Teaching Strategies
ECONOMICS	DEFINE THE ROLE OF SANCTITY OF CONTRACT IN A FREE ENTERPRISE SYSTEM.	CORE 5 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	• Chart the similarities and differences of the three basic types of business organizations. (May also do it via posters.)
	UNDERSTAND THE ECONOMIC ISSUES RELATED ,TO BUSINESS ORGANIZATIONS.	CORE 19 IDENTIFY EACH OF THE THREE BASIC TYPES OF BUSINESS ORGANIZATIONS.	• Role play the responsibilities of a single proprietor, partner, or a corporate board in making decisions.
		CORE 20 IDENTIFY ADVANTAGES AND DISADVANTAGES OF SOLE PROPRIETORSHIPS.	• Stock market project. Have students research and invest in the stock market. Keep a portfolio and present to class via oral presentation.
		CORE 21 IDENTIFY ADVANTAGES AND DISADVANTAGES OF PARTNERSHIPS.	• Have local labor union officials to speak to class on the role of unions.
		CORE 22 IDENTIFY ADVANTAGES AND DISADVANTAGES OF CORPORATIONS.	• Have students divide into two groups - union and management - and role play strike and negotiation sessions.
	UNDERSTAND THE ROLE OF ORGANIZED LABOR IN THE U.S. ECONOMY.	CORE 23 EVALUATE THE ROLE OF ORGANIZED LABOR IN THE U.S. ECONOMY.	• Debate: "Labor Unions No Longer Serve the Needs of Workers."
		CORE 24 DEFINE CLASSIFICATION OF LABOR.	
		CORE 25 DEFINE TYPES OF LABOR IN UNION ARRANGEMENTS.	
	UNDERSTAND THE ECONOMIC ISSUES RELATED TO GNP.	CORE 30 AND 32 CAN BE INTRODUCED OR REPEATED IN THIS TOPIC.	